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This teacher's guide, which presents 19 student behavioral objectives to be achieved in grade 3, is designed to help children recognize and respect differences in cultures other than their own. The year's plan deals with four communities around the world, with two units on each community: (1) The Central Eskimo--"Differences in economies are associated with differences in the ways people use their environment and skills," and "Contact between cultures often brings changes in the social institutions within them." (2) The Desert Nomad--"Interaction between a people and their physical environment influences the way in which they meet their needs," and "Tradition influences the ways in which a group of people modify their behavior." (3) The Thai Villager--"The basic economy of a society has a major influence on the life style of its people," and "Tradition and innovation interact to determine the modifications that will occur in a people's way of life." (4) The Norwegian Fisherman-Farmer--"Interaction between a people and their physical environment influences the way in which they meet their needs," and "People may develop new ways within their tradition to achieve their goals." Learning objectives, suggested learning activities, teachers' notes, and evaluation exercises are included for each unit. (LH)

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The TABA Social Studies Curriculum Project

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THE TABA SOCIAL STUDIES CURRICULUM

Grade Three—FOUR COMMUNITIES AROUND THE WORLD

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San Francisco State College, 1969

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KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade Three is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

Survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has also exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment; the specifics of those techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote and impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities, and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions, which a society or an individual considers important and desires, constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both nonrational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing emphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is stated first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors implied by an objective which would, of course, be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *comprehension*, *comparison*, *analysis*, *attitude*, *feelings*, *sensitivity*, or *empathy*. The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only and others appeared incomplete when expressed in terms of constructs without behavioral component.

At the beginning of the Teacher's Guide a master list of objectives is provided for the entire year's program. At the beginning of each unit abbreviated references to the master list are included to help the teacher identify objectives to be emphasized in teaching that particular unit. It should be emphasized that this list does not exhaust the possible list of objectives for the curriculum. Rather, it indicates those considered of primary importance.

The objectives do not contain precise indications of the level of proficiency expected since this will depend in part on the initial level of proficiency or "entering behavior." Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of "proficiency," if students have studied the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between say, first and fourth graders. The evaluation exercises provide some guidelines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

- Evaluation is a <u>continuing</u> process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.
- Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.
- The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.
- The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additional, useful information - not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of indivdual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES FOR THE YEAR

At the end of Grade Three the student should show the following behaviors:

1. Given access to appropriate materials on the peoples studied in this year of the program, or other content, the student lists a number of items on the people or on their environment then groups the items and assigns logically defensible and conceptually powerful (that is, abstract) labels; and when requested, re-forms and re-labels the items in equally defensible ways. Examples of the kinds of items the students will list are group and lab tools; materials, activities, climatic conditions, things children learn, ways of learning, role expectations, ways of getting water, reasons for traveling, things people buy and sell, farm products, techniques of farming, and physical features of the environment.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills and is considered a powerful intellectual skill in its own right because the curriculum is intended to facilitate the ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of such comparisons are: Central Eskimo activities in winter and activities in summer; artwork of modern Eskimos and that of earlier Eskimos; things Central Eskimo children learn and things children in the U.S. learn; characteristics of pasture and rice farming land and characteristics of other types of land; recent changes in desert ways of life and in Central Eskimo ways of life; techniques of farming in Thailand and on farms near the students' homes; reasons why Thai parents want their children to learn in school and reasons why American parents want their children to learn in school; and patterns of living on Runde Island and those on a fiord.

   Rationale: Ability to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills such as the ability to form generalizations, state hypotheses, and make explanations of causes of human behavior.

3. Given two or more lists of information, the student indicates correctly which items in the first list are associated with the various items in the second list. The lists may be related to such matters as occupational groupings and work activities of men; ways of making a living in a society and things learned in schools; climatic characteristics and types of plants found; and events that happened in a society and facts or conditions that could have caused the events.

   Rationale: The ability to determine such relationships is a prerequisite for developing other thinking skills such as formation of generalizations, statement of hypotheses, development of explanations, and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations that he had not been given previously, and, when asked, provides the sources and limitations of the generalizations. Examples of facts and acceptable generalizations based on them that students might state are as follows:

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Ways children learn what they need for effective membership in a society.	Children in our community and others learn not just in school, but in many places from many people.
Things that are plentiful and in short supply and the kinds of things that people in various societies buy and sell.	People often sell what they have a lot of so they can buy what they need.
The nature of the environment in which Bedouins live and their traditions.	The kind of place where Bedouin people live and the things they are short of have a lot to do with what traditions they keep.
How rice is harvested in various Thai communities.	At harvest time, there is so much work to be done so quickly that a farmer and his family often cannot do it all; they have to have help from their neighbors.
What must be done to conserve natural resources and the kinds of people who are involved in such activities.	For conservation to work, everyone must help.

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as the formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization and given a situation, problem, or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that survival needs take priority over other needs, and the question of what would be done with most of a farmer's rice if he has a poor crop, the student will make a statement such as, "He wouldn't be able to sell much of it, because a poor crop might give little more than what he needs for his family." Another example: Given the generalization that the greater the extent to which various people do different kinds of jobs in a society, the more dependent the society is upon trade, and the question of what would happen if most of the families in a Norwegian fiord community themselves began producing most of the things required to meet their families' needs, the student will make a statement such as, "Trade would fall off because people who own shops depend on the families to buy their goods. Some would probably go out of business."

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as the ability to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics, or issues involved the student states

questions, the answers to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if told that Thai farmers grow grain, the student asks such questions as: "What kinds of grain?" "Do many farmers make a living by growing that kind of crop?" "Is much of this grain sold to other countries?" "In what other ways is it important in the life of the Thai people?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in study of social phenomena because through application of this skill the student quickly obtains the information needed, and only that needed, for study of the phenomena. It also is an important component of other thinking skills, such as abilities to define tne problem of an inquiry, to make predictions, and to test hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect relationships that resulted in the occurrence of the event. Examples of some things to be explained and some explanations by students, that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
More animals were killed by Central Eskimo hunters after their contact with white men.	White men showed them guns and guns shoot farther and straighter than spears and harpoons. This made the hunters miss less so they brought home larger catches. Also, the Eskimos found that they could trade furs to white men for things they needed. That made them want to kill more animals to get more furs.
Many of the things modern Central Eskimo children learn in school are different from things they learn at home.	For one thing, many parents do not know how to teach some things learned at school. If the parents can't read, they can't teach their children to read. But, parents can teach some things better than many school teachers can - such as traditions and customs.
At the present time, young Thai girls are more likely to be able to read than their grandmothers are.	When the grandmothers were school age, there were not as many schools as there are now - especially that girls could attend. Besides, in earlier days, children were needed more to help in the fields than they are now with more modern machinery, so they did not have as much time to go to school and learn to read as Thai children do now.

Rationale: Ability to explain cause-and-effect relationships is one of the sub-categories of the general objective of thinking skills. This ability

also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a society or a personal situation the student states logically sound, but informally worded, hypotheses (that he had not been previously given) about that society or situation today, in the past or in the future. Ability to state hypotheses includes, but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and of hypotheses that students might state are:

KINDS OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
One of the materials people in a society use in making their homes is palm fronds.	They must live in a warm part of the world where palm trees will grow.
These people are herders who live in the desert.	The homes that they live in are likely of a kind that can be put up and taken down quickly.
There has been a conflict between traditional parents and rebellious children.	The parents feel bad that the children don't like the old ways.
Members of a herder society are trying to teach the people in a hunter society to be herders.	The hunters will say the herders are trying to get them to do foolish things.
A modern Eskimo man has decided to spend money that he has earned.	He will spend some of it for things like tools and snowsleds so he can make more money.
Thai farmers are continuing to increase the amount of rice they produce each year.	More money will have to be spent on keeping the roads in good condition.
Suppose that a big shipbuilding company started building ships on Runde Island.	Fewer men on the island would earn a living by fishing.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course, is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns so as to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings or other thoughts of people studied in the various units of the Third Grade program. Statements indicative of the desired attitude are:

"I think some of the older Eskimos are unhappy because many are saying hunting is not so important anymore."

"They seem thankful that they can take better care of their children now, but feel sad to see old ways of doing things disappear."

"They must feel very close to each other because they depend on one another so much."

"Moving must be exciting for the older Bedouin children because they get to see new things."

"I'll bet a rice farmer would feel very badly if he was sick at planting time and couldn't help with the work."

"Buddhism seems strange to us, but the Thai people would probably feel that our religion was strange."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important because it is part of the decentering process, that is, it is a step in the direction of overcoming the self-centeredness, which, according to Piaget and others, characterizes much behavior of the young child. Unless the child has empathy for the thoughts and feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living in any of the societies studied in the Third Grade program, the student makes what the teacher judges to be accurate descriptions (that have not been previously given) of the probable aspirations of individuals or groups in the society. An example of such a description that a child might give is: "I think that in the old days, a Central Eskimo boy more than anything else dreamed of becoming the best hunter in the whole community."

Rationale: Understanding the aspirations of people in a society is fundamental to understanding the nature of the society and to analyze its problems. It also represents another instance of ability to perceive the thoughts and feelings of others as required in the process of decentering. It is, further, an important kind of hypothesizing.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the people involved and that show recognition and acceptance of merits of different ways of life and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired statements are:

"The Eskimos figured out some very smart ways to live in such a cold country."

"I think their artwork is beautiful."

"Some of their ideas are different from ours, but they work for them."

"Tommy had some reason for doing what he did."

Examples of statements the students will challenge are:

"They must be stupid to live that way."

"What a dull life!"

"They're like savages."

"Tommy is just a bad boy."

Rationale: The outcome sought here is sensitivity to, and acceptance of, cultural and personal differences that can perhaps best be conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression the student makes statements that describe his own values. Some illustrative statements follow:

"I believe in fair play, so everyone should be given a chance."

"What bothers me is that a plan like that would mean some persons would feel that they could look down on others, and I don't think that's right."

"All these examples show people having something to say about how the rules they have to follow are made-which seems like a good idea."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of people in two or more cultures other than his own, the student describes differences and similarities in the values within and among the cultures and their relationships to his own values. For example, a student might say, "I think cleanliness is nice, but not all people in this country think so. The same goes for other countries. In the same country, some people are probably fussier about cleanliness than I am, but others could care less."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of objective 2 above on making comparisons.

14. When discussing various countries of the world the student makes assertions about or asks questions pertaining to people and how they live more often than about impersonal matters like the size, physical features, population, exports, or location of the countries.

Rationale: This objective reflects the fact that this curriculum is strongly "people oriented." Physical features and other material characteristics of countries are treated but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions.

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not sufficient; independence and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional evidence or a different line of reasoning might lead to changes in one or more of the generalizations or explanations and/or gives

evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativeness such as "often," "could be," "maybe," "sometimes," etc. are used in suggesting or applying generalizations and in making explanations.

Rationale: Tentativeness is an important characteristic of scientific reasoning in social studies or any other field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and Contributing Ideas and concepts therein for the units I through VIII, by such behaviors as giving illustrations, explaining meanings, and other actions involving uses. In making the explanations and descriptions, the student correctly uses factual information about one or more of the following peoples and the environments in which they live: Central Eskimos, Lapps, Bedouins, Thai farmers, and fishermen-farmers of the west coast of Norway. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Ideas or Contributing Ideas but related to the key concepts listed in the introductory material. For example, one key concept is interdependence, and illustrative student statements that indicate comprehension of the concept are:

"A rice farmer just can't go it alone at harvest time; he has to have help, and later others depend on his help."

"The Eskimo hunters probably couldn't have lived in such a cold country if they had not hunted big animals together."

"We really depend on each other in this country, because much of what we need is made by other people--even our food."

Another key concept is power. Statements by students suggesting comprehension of it are as follows:

"Some of the Bedouins have more authority than others to make people do what they want."

"You can expect trouble when two important people disagree on what should be done."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having general acceptance in the various disciplines dealing with social studies. This knowledge is considered important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the people and environments studied in the Third Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the society or societies currently being studied.

Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development of more generalized observational skills including direct observation of objects in the environment and activities of members of a society.

19. Given a globe and maps of the regions inhabited by the various peoples studied in the Third Grade program, together with instructions to locate places where the peoples live and to determine directions and

approximate distances from one point to another, the student performs the tasks as instructed, with errors rarely occurring.

Rationale: This is one of the abilities included in the chief contributory objective - that of skills. Because social studies content deals with features and comparisons of societies in many parts of the world, it is useful for students to be able to make effective use of maps and globes.

THE YEAR'S PROGRAM

THE CENTRAL ESKIMO

Unit I - MAIN IDEA: DIFFERENCES IN ECONOMIES ARE ASSOCIATED WITH DIFFERENCES IN THE WAYS PEOPLE USE THEIR ENVIRONMENT AND SKILLS.

Organizing Idea: The Central Eskimo formerly met many of his needs through hunting. Today the Eskimo, like the people of our community, meets most of his needs through the exchange of goods and services.

Unit II - MAIN IDEA: CONTACT BETWEEN CULTURES OFTEN BRINGS CHANGES IN THE SOCIAL INSTITUTIONS WITHIN THEM.

Organizing Idea: As a result of contact with outside cultures, some activities of the Central Eskimo that were formerly carried on through family and/or band are now carried on primarily by the government and church. The family still remains the central unit in his life.

THE DESERT NOMAD

Unit III - MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: The desert people modify their behavior and their environment in order to make a living.

Unit IV - MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

THE THAI VILLAGER

Unit V - MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Unit VI - MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS THAT WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

THE NORWEGIAN FISHERMAN-FARMER

Unit VII - MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Unit VIII - MAIN IDEA: PEOPLE MAY DEVELOP NEW WAYS WITHIN THEIR TRADITION TO ACHIEVE THEIR GOALS.

Organizing Idea: The people of the fishing-farming villages of the west coast of Norway have organized to meet many of their needs while still keeping many ways of their ancestors.

RATIONALE FOR SELECTION OF CONTENT SAMPLES

A number of factors must be considered in selecting content samples for study. In addition to the key concepts and Main Ideas, the curriculum writer must consider the approximate developmental level of the student, what experiences the student can be presumed to have had, the general social climate, and the availability of materials that lend themselves to inductive processes, rather than presenting predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence selection of content samples.

An eight-year-old is in the midst of forming his basic social attitudes. He is absorbing facts at home, from television, from his friends, and at school, yet he needs help in relating these facts to each other and guidance in interpreting them. By studying communities outside of his own culture in which people have markedly different ways of achieving similar human goals, he may be helped to recognize dignity in cultures which are different from his own, and to grow in his respect for those differences. This study of four foreign communities builds upon the study in the second grade of how people secure services in different kinds of communities within the child's own culture, and in the first grade of the ways children learn within their own family the rules and expectations of society. At the same time, the communities in the content sampled for the third grade are small, so that the eight-year-old is not asked to deal with large and complex societies.

The Central Eskimo was selected both as an example of a hunting society and as an example of modification in an environment which is considerably different from our own. In order to inhibit the students' tendancy to overgeneralize, the Lapps are introduced briefly to provide an example of a herding society and at the same time to represent a different modification within much the same environment.

Because the culture of the Central Eskimo is undergoing such rapid change, it would not be accurate to leave the students with the impression that it is still basically a hunting society. Therefore, a third contrast is introduced, the Central Eskimo today as a producer of goods and services.

The desert nomad is chosen to be studied in depth as an example of a herding society which, like that of the Lapp, exists in an environment which is considerably different from our own. Both the environment and the modification, however, are very different from that of the Central Eskimo and the Lapp. The desert farmer and townsman are introduced briefly as examples of settled people living in the same environment.

The Thai villager in the rice producing Central Plain was chosen as an example of an agrarian community and one in an Asian society. Here the cycle of the rice growing season dominates village life. Religious traditions are highly institutionalized and different from those of the other groups studied.

Finally, the students study a fishing-farming village on the west coast of Norway as an example of a seafaring community existing within a European and industrialized society.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence, rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, require the use of certain teaching strategies. The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process, they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therefore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis

CHART I

DEVELOPING CONCEPTS
Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see, (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual list Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together?[1]	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more than one group?	States different relationships	Records
Can we put these same items in different groups?[2]	States additional different relationships	Communicates grouping

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1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

for grouping. In the course of grouping items, the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, "Foods" could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing, are shown in Chart II.

This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g., in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g., about the literacy level in Brazil), then generalize more broadly (e.g., how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the questions required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen, if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/ or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ...?	Gives generalization	Encourages variety of generalizations and seeks clarification where necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred given certain conditions, what would happen?	Makes inferences	Encourages additional inferences. Selects inference(s) to develop
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation
(Encouraging divergency) Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceding ones	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary
If, as one of you predicted, such-and-such happened, what do you think would happen after that?	Makes inferences related to the given inference	Encourages additional inferences and selects those to pursue further

This pattern of inviting inferences, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions. The elements of this task and the question strategy for implementing the task are described.

The first step is for students to make inferences and is usually in response to a question, such as, "What would happen to the way of life in the desert, if the government helped all the farmers of the oasis buy tractors, and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g., loss of the market for camels) and the inference. For example, if a third grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads'inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g., "there's not much else he can do and still move around") and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to a herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down, they will want schools, policemen, and hospitals." Eventually the students may get to statements such as "They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than do either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilities often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. This would suppress any incipient creative ideas. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities - which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as the third grader's prediction that if the nomads stopped moving they might have different laws.

TEACHING STRATEGIES - ATTITUDES, FEELINGS, AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in : 1) exploring feelings - their own and others' 2) considering various approaches to solving disputes among persons and groups and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did...?" or "Why do you suppose they...? " These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV) students are encouraged to : make inferences as to how other people feel and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this strategy (described in Chart V) students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or anti-social response at face value and encourage the student(s) to consider its consequences.

One danger, with this strategy, is that students may tend to engage in excessive judging of their own (or others') actions without progressing to the crucial steps of : 1) exploring the criteria and values implicit

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, asks that they be postponed
2)	How do you think .. felt?	Makes inference as to feelings	Accepts inference
	Why do you think he would feel that way	Explains	Seeks clarification, if necessary
	Who has a different idea about how he felt?	Makes alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
	Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insures description of event
2)	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary, to get beyond stereotyped or superficial explanation

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1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.
2) These questions are repeated in sequence several times in order to obtain a variety of inferences and later personal experiences.
3) If students have difficulty responding, you may wish to ask,"If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

	Teacher	Student	Teacher Follow Through
	What happened? or What did ... do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a clear statement of differences in perception of what occurred
1)	What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response. Seeks clarification where necessary
1)	How do you think ... (others) would react if he did that? Why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
1)	Has something like that ever happened to you?[2]	Relates similar event in his own life	Provides support, if necessary
1)	What did you do?	Relates recalled behavior	Seeks clarification, if necessary
1)	As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his <u>own</u> past actions. The teacher may need to prevent others from entering the discussion at this point
1)	Why do you think so?	States reasons	Accepts reasons. If necessary, asks, additional questions to make clear the criteria or values which the student is using in judging his actions
1)	Is there **anything** you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur, e.g., "How does that agree with reasons you gave earlier?"

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1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask, "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

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CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Student	Teacher Follow Through
2)	What did they do... (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate
	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts. Seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Restates or asks additional questions to insure focus on values
3)	If you ... (teacher specifies similar situations directly related to student, e.g., 'If you accidentally tore a page in someone else's book,") what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what <u>you</u> think is important?	States inferences about his own values	Accepts. Seeks clarification, if necessary
	What differences do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared

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1) Sometimes all questions are not asked. However, the question exploring the students' own values should <u>not</u> be omitted.

2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.

3) This sequence is repeated in order to get reactions from several students.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of others and by moving the discussion to succeeding questions.

Analysis of Values

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?"). The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups or individuals. The next step requires individual students to hypothesize about their own behavior and values. The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and which encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process - that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract as, for example, "school" or "family," or 3) they may be highly abstract as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences such as touch and smell or they may be indirect as when they are experienced through words and symbols.

Concepts may also differ in the way experiences are combined either to form or to refine and develop them. Such experiences may be primarily cumulative as for example in the case of the development of the concept of a particular color such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values and living standards. To understand their meaning for a particular occasion a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational, it is often difficult to specify their defining attributes precisely and unambiguously. Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature. [1]

In this curriculum concepts which evolve in the so-called *concept development* exercises where students list group and label are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior it is customary for measures of a school child's understanding of a particular concept to be based on whether he used the concept word appropriately in his speech and writing, as well on his ability to apply what has been learned in new situations, and on his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept development* exercises of the Taba Curriculum.

Distinctions [2] have sometimes been made in discussions on concept formation between the function of

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1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M.Gagne and William J. Gephart, *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1968, pp. 1-32.

2. J. Bruner, et. al., in *A Study of Thinking*. New York: John Wiley & Sons, 1956, discusses an elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965 discusses a simpler form of concept attainment pp. 129-134.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing, grouping, and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of the prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter, and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in their social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use this data, although they are not always expected to acquire all of it.

CONTRIBUTING IDEA

In this curriculum the term *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information to his listeners assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

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1. Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term or label for a group, because the importance of the task lies in the students' seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense, since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible, validated at a later time.

INFERRING AND GENERALIZING

In this curriculum the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

KEY CONCEPTS

In this curriculum *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed but also key questions to ask about such ideas.

KNOWLEDGE

In this curriculum *knowledge* is defined as consisting of: 1) key concepts in this curriculum; 2) main ideas; 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum the term *main ideas* is defined as generalizations usually, though not necessarily, less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In this curriculum the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum the term *study questions* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum the term *teacher's guide* is defined as the total book giving a year's teaching-learning program.

TEACHING STRATEGIES

In this curriculum the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

UNIT I

MAIN IDEA: DIFFERENCES IN ECONOMIES ARE ASSOCIATED WITH DIFFERENCES IN THE WAYS PEOPLE USE THEIR ENVIRONMENT AND SKILLS.

Organizing Idea: *The Central Eskimo formerly met many of his needs through hunting. Today the Eskimo, like the people of our community, meets most of his needs through the exchange of goods and services.*

Introduction: The Central Eskimo of Canada, like so many other contemporary groups of people, has changed his way of life drastically in the past twenty years. This unit examines the life of the Central Eskimo when he was primarily a hunter. This study is meant to introduce the child to the life style of one hunting group so that he may compare and contrast it with other life styles.

Contributing Idea:

1. People of a hunting economy make their own homes and secure much of their food and clothing from their immediate environment.

Content Samples:

The Central Eskimo hunter:
- Built snow igloos as temporary shelter
- Hunted for food
- Fished and gathered some food
- Made some clothing from skins of animals

Contributing Idea:

2. The activities of some economies are greatly influenced by seasonal change.

Content Samples:

Spring and summer:
- Hunters from the Central Eskimo Region moved to their hunting grounds to kill food for the winter season.
- Women fished and gathered berries and prepared clothing.

Fall:
- Hunters from the Central Eskimo Region prepared and stored food for the winter.

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Winter:
The Eskimo from the Central Region moved to winter quarters along the coast. Men hunted when it was possible.

Contributing Idea: 3. Outsiders may bring innovations that change the way a people earn their livelihood.

Content Samples:
The use of guns, nets, and motorboats has made hunting and fishing more efficient for the Central Eskimo than when these activities were carried on with traditional methods, but also has made these activities too expensive to be profitable.
Trade influences the movement of the people, gives access to a greater variety of material things, and makes work easier.
A market for carving and demands for services offered new job opportunities for the Central Eskimo.

Contributing Idea: 4. Some innovations may be rejected by a people; others may be adopted.

Content Samples:
Efforts of the government to introduce herding
Soapstone carving as introduced from the outside

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Contributing Idea:

5. In most contemporary communities the people use the resources of many places and the skills of many people to secure food, clothing, and shelter.

Content Samples:

Our own community
Present-day Eskimo communities

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Accepting merits of ways of living found in other cultures (11)

h. Comprehension of concepts and generalizations about Central Eskimos and their environment (17)

i. Use of map skills (19)

Note: Although these objectives are stressed particularly in this unit, the teacher should, where appropriate, implement additional objectives in the master list.

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Notes to the Teacher	Learning Activities

Children approach the study of any topic with some preconceived ideas, information, and misinformation. The following sequence (Opener-Act. 4) assesses this background and seeks to have the children suggest some hypotheses.

Opener

List the children's responses to the following question on butcher paper.

What do the people in our community need to build a house?

Let the students suggest which items might be grouped together.

Use this experience to determine how well the students see relationships among items listed. For instance, do they group a paint brush with paint, and a hammer with nails, or do they group all tools together? There is no right or wrong in such groupings, merely various levels of relationships. Students should also have the opportunity of discovering that items may fall into several categories.

Ask the children:
What shall we call these groups?
When you look at all these groups on the board, what idea do you get about building houses in our community?

Typical third-grade responses:

- You need wood and cement and tools.
- Some materials are wood and some are metal.
- A lot of different people work on a house.

Developing Concepts This task requires that students have the opportunity to group a number of items and to label the groups formed. Do not give them a label. The important point is that the students see the relationship between items and recognize that the same items can be grouped in many ways, not that they be given a term for such groupings.

It is through this process of grouping, and labeling, that concept development is facilitated and a basis laid for other thinking skills. (See introductory material for full statement on this task.)

Keep this grouping. It will be referred to in Act. 7.

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Evaluation Exercises

Opener

Developing Concepts

Students' responses to this exercise can be used as evidence about the attainment of Objectives 1 and 16.

The groupings and labels suggested by students can be recorded in different ways.

a) on the board from the contributions of the whole class. Reasons given for groupings and for labels should be noted later on a check list as suggested in the following chart:

Student Name	Func.	Descrip.	Class	Mixed	Flex.
Mary Akeson	/				
Tom Atkinson				/	//

OR

b) on pieces of paper by individuals and/or groups. In this case students should be asked to write down a sentence telling why they grouped in a particular way.[1] Interpretations of these can be transferred to the above chart form.

In either case, it is possible to record information about the style and quality of children's responses (as individuals or total group) and to determine changes needed in the instructional program.

A. Style This can be determined from the reasons students give for placing one item with another and/or by the label they give a group. The four major styles of grouping and labeling are:

1. Functional (or locational)

   Items are grouped because of a student's personal experience with them, i.e., he groups them because he says he uses them when he is building or making things or they are found together in places he knows about or where he sees people using them, e.g., "Hammer and nails go together because I hit nails with my hammer" or " ... because my daddy hits nails with a hammer." and, "Truck and lumber go together because I saw the truck bring the lumber for the house."

2. Descriptive

   Items are grouped because of color, form or texture, or what they are made of, i.e., the items are placed together because of some obvious, touchable, tasteable, visible or audible, but nevertheless objective, characteristic, e.g., "Floor boards and walls go together because they are both made of wood." or " ... bath and basin because they are both white."

1. If particular pupils have difficulty expressing themselves in writing, an oral response (taped or otherwise recorded) may be used in all such exercises.

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Evaluation Exercises

3. Class Items are grouped because they fit into a class whose label refers to a characteristic which is not observable in any one item but which can be inferred for all of them, "...bricks and 2x4's because they help build the house (i.e., they are helpers) "...cupboards and stove because they are kitchen things".

4. Mixed

   Items are placed in one group when they really belong in more than one. A student usually adds an item which he links to the one above for a different reason then has been given for the others.

B. Quality

1. Labels and reasons for grouping may be grouped into a 3 level hierarchy -

   a) The lowest group would be Mixed because of the confusion or inconsistency involved in developing them.

   b) The next highest would be Functional because of the essentially subjective characteristic these groups have.

   c) The highest group would be the Descriptive and Class because of the objectivity implied in the process used. This could be subdivided with Class groupings highest because of the greater abstractness of the labels.

2. Flexibility

   Check (see sample chart above) each example of flexibility both by noting each time a student suggests using an item in more than one group and the number of new groups and/or labels that are suggested. Tally the total for the class. This could be noted either as a spontaneous activity or in response to the question, "Are there any other ways we could group these items?"

Possible Use of Results

1. Note whether there are substantial changes in the number of Functional and Mixed groups between this exercise and the next in activity 35.

2. Note changes in the incidence of Flexibility (as tallied above) over these same activities. In the meantime encourage flexibility by asking "In what other ways might we group or label these?" or "Can we look at this list and the story a little differently -- what differences would it make, if I put these together? How would you label them? Why do you think I put these together?"

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Notes to the Teacher	Learning Activities
Organizing information Keep these charts. They will be used in the Conclusion.	Development 1. Let the children choose a few samples of building materials listed in the Opener. Ask: Who did the job of getting the materials ready for the house? Develop two charts with the children, one showing the preparation of building materials, the other showing construction of a home. For example:

Preparing Materials	
Materials	Prepared by
Lumber	Lumber jack Workers in a sawmill

Building Jobs	
Job	Done by
Put up frame	Carpenter

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Notes to the Teacher	Learning Activities
	Select only major materials such as brick, lumber, glass, or concrete. If the children do not have an adequate background, let them read from some of the following materials. Optional References: *Families and Social Needs*, (King), pp. 28-32 *Learning About Our Neighbors*, (Wann), pp. 159-165 *Your Town and Cities*, (Thomas), pp. 88-110
Intake of information	2. Display copies of *Homes Around the World*, (Jackson), *The True Book of Houses*, (Carter), and *A World Full of Homes*, (Burns). OR Show motion picture *A World Full of Homes*.
Expression	Have each child select a home to draw. Display these pictures and discuss the wide variety evidenced in the drawings. Let the children indicate which of these homes they have seen. Where have they seen them? Which do they think they would have to travel far to see? At this point, develop some idea of distance, by asking: 1) Which of these homes do you think is farthest away from us? 2) Which one do you think is nearest? 3) Which do you think would be in between?

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Notes to the Teacher	Learning Activities
	Some children may have traveled a long distance; many will have had parents who can tell how long it took them to travel to those distant parts of the world. Children this age rarely have accurate ideas of long distances, and may make some guesses on relative distances.
Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered they should be checked.	3. Select a picture of an Eskimo pre-fab home and a snow block igloo. Let the children hypothesize as to: 1) Where these two kinds of homes might be found 2) When people might live in these homes 3) Why these materials would be used Ask the children where they got this information, for example, TV, movies, or books.
Save this list. It will be referred to later when the children have gained additional information. (Act. 7 and 22)	4. List the ideas of the children from Act. 3 briefly under some such title as, "This Is What We Think Now".

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Notes to the Teacher	Learning Activities
	The life of the Central Eskimo when he was essentially a hunter differed somewhat from that of the Eskimo of Alaska and of Greenland. In the sequence that follows (Act. 5-23), the children should become quite aware of the group about which they are learning, the effect seasonal change had on the lives of its members as hunters, the skills they developed to deal with their environment, and the change that has taken place.
The emphasis here will be on the Eskimo hunter. The information on the Eskimo today will be recalled for use later in the unit. Save chart as a resource to use in Unit II, Act. 2.	5. Show the motion picture *Eskimo Family* or the filmstrip *Eskimo Family* to the children. This material is an introduction to a hunting society in the Arctic. The Eskimos, a people who formerly moved according to the migrations of animals, are presented in this film. Tell the children they will see a film of the Central Eskimo showing the way he lived as a hunter and some aspects of the life of the Eskimo today. When the film has been shown, have the children dictate a summary of what they saw. This summary should be written on chart paper and used as a reminder of the film's content when it is referred to in later activities.
Evaluation of these responses is located following Optional Act. 8.	6. Locate the lands of the Central Eskimo on a map of the world. These lands are in Canada. They include the area around the Hudson Bay and Baffin Island.

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Notes to the Teacher	Learning Activities
	Suggested Reference: *People of the Snow*, (Talboom), pp. 4-5. Call to the children's attention the fact that other groups of Eskimos live in other parts of Canada, in Alaska, and in Greenland, but all are in the northern part of the world.
Checking a hypothesis	7. Refer to the responses the children gave in suggesting where an Eskimo home might be found (Act. 3 and 4). Ask: 1) Do we need to make any changes in our ideas? 2) What differences do you notice between what we need to build a home and what an Eskimo needs?
It is very important to deal with each of these points. They will be used as the basis of comparison among all the cultures studied in this year's program.	8. Following the showing of the film *Eskimo Family*, list and discuss these points: · How they got their food · How they got their housing · How they got their clothing · The tools they used · The modern materials that influenced their lives · How they traveled from place to place · Which of these were done as a family; which with others in the community

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Notes to the Teacher	Learning Activities
It should be noted that some areas have more subtle seasonal changes than do other areas. Children should consider the seasons in their own area but begin to understand that seasonal change is a matter of kind and degree and differs from place to place.	One very important aspect of the Eskimo's life was <u>the effect the cycle of seasons</u> had on the tools he used, the food he ate, the houses he lived in, and the clothing he wore. To be sure the children are aware of that, <u>keep asking the question</u>: In what season did the Eskimo eat this food, live in this house, wear these kinds of clothes, etc.? The children should be allowed to <u>discover</u> the significance of seasons to the hunter. Optional Activity: Some children may not have a clear idea of the meaning of seasons. If there seems to be some confusion, the teacher might ask: 1) What is it like here in the winter? 2) What is it like in the summer? 3) What are the differences? 4) What do we mean when we talk about seasons? If the children need more information about seasons, arrange a display of books on the subject and allow time for individual children to tell the class about what they have read. Student References: *Pocketful of Seasons*, (Foster) *Seasons*, (Jervis) *Swing Around the Sun*, (Esbensen)

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Evaluation Exercises

Learning Activity 6

Map Skills

It is possible at this point to make a preliminary check on student mastery of some of the map skills that are necessary for the development of important ideas. See Objective 19.

1. Have students turn to the relevant page in their atlases and on desk maps and locate Hudson Bay and Baffin Island and describe their relation to known points. In what direction is Hudson Bay from ... (e.g., New York, California, Greenland?) About how far is it from ...? Answers to this could be given in miles or in travelling time by air, rail or road; or how far around the globe.
2. Have them locate either place by giving them directions from specific known points such as Lake Erie, Florida, etc.
3. Ask students to describe as much as they can about the weather, the season changes, ways of getting about (and perhaps, the number of people) in the known places and then to describe in broad terms some of the differences they would expect to find in places that are in the direction of Hudson Bay and Baffin Island and the distance from known places.

Possible Use of Results

1. For each of points 1-3 above record the proportion of the class who can do each task and also the individuals who have difficulty. Acceptable responses to 3 would be: "There would be more ice and snow and much less rain." "It would be much colder all the year." "The summer would be shorter than in __." "There aren't as many roads and railroads so I guess you would walk or fly or travel by snowmobile or dog sleds much more."

If a large proportion of students lack essential map skills and basic understandings about weather and climate, make plans to remedy this situation in later activities. Check the changes that occur in these proportions in Acts. 24 and 40.

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Notes to the Teacher	Learning Activities
Leave space on the chart for children to add additional information following Act. 18. Organizing information	9. Begin to develop a retrieval chart to organize the information you have found about the way the Eskimo hunter used to live. The children may draw small pictures to paste on the chart to represent their findings, or words can be used.

	Spring-Summer	Fall-Winter
Clothing		
Food		
Houses		
Tools		
How They Traveled		

The Arctic has two main seasons - winter and summer - with short sub-seasons - spring and fall. Therefore, most of the contrast will be found in summer and winter.

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Notes to the Teacher	Learning Activities
Intake of information	10. Show the filmstrip *Eskimo Children on Baffin Island, Part 1: Autumn,* and *Part 2: Winter.*
	The written commentary that goes with the filmstrip is quite valuable and should be read to the children as the filmstrips are shown.
	Optional Activity:
The single concept loop is especially valuable for the child with a reading problem. At last he has new information to contribute to the class.	If a projector for 8mm concept cartridges is available, let a student view *Eskimo Seal Hunt* and report to the class how the Central Eskimo hunted the seal. Others may then wish to view the film loop.
In the days when the Eskimo hunted with a harpoon, he cooperated with others to kill the larger animals. The introduction of the gun tended to make him a solitary hunter. Groups also cooperated in building kyaks, sewing tents, and in such recreations as dancing, playing games, and telling stories.	11. Have the class plan a scene that will show the lands of the Eskimo hunter in autumn-winter. Ask: 1) What do you think we should put in our picture to show Eskimo life and lands in autumn-winter in the days when he hunted to make a living? 2) Which of these activities were carried on alone, and which with the family or with other members of the community?
Organizing information	
Pupil planning	
Evaluation of these responses is located following Act. 13.	

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Notes to the Teacher	Learning Activities
	Let the class make a list of their ideas. For example:

Eskimo Hunter Autumn-Winter Scene
Snow igloos Jigging for fish Story telling Seal hunting Dogs pulling sled Mother caring for young

The use of pins instead of paste is desirable at this point so that the children will be able to move or change the cut-outs as the panel is organized.

Evaluation of these responses is located following Act. 13.

12. Have two or three children responsible for painting or coloring in the background for the panel. Have volunteers from the class make drawings of the things listed in Act. 11 which can then be cut out and pinned to the background.

Decentering. The purpose of the second question is to help the students to focus on what another person thinks is important.

Evaluation of these responses is located after this activity.

13. Have the class look at the completed panel and the list from Act. 11. Ask:

1) Can anyone see a way our panel can be improved?
2) What do you think the Eskimo hunter would think was the most important animal he killed? Why?

When the class is in general agreement, the cut-outs can be pasted down.

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Evaluation Exercises

Learning Activities 11-13

Mural

A checklist can be used with results from activities 11, 12, and 13 to assess the extent to which objectives have been met.

The checklist should be mainly used to get information on the class as a whole. However, if records of individual performances are kept over several similar activities, teachers will have useful evidence on changes in individuals and hence may plan remedial work more effectively.

A suggested form of a checklist follows:

Evidence for the checklist will come from a teacher's recollections or notes on comments in discussions as well as the contents of the list (Act. 11) and the panel (Act. 12 and 13). The following criteria may be applied.

1. Space and Size Factors (Objective 17)

   To what extent do they show awareness of correct space and size relations, e.g., do they place seal hunting at an appropriate distance from igloos? Do they have correct relative sizes of igloos, Eskimos, snowmobiles, etc.

   a) Correct in nearly all instances; no misconceptions worthy of note.

   b) Correct in most instances, except for the following misconceptions: _____

   c) Correct about half the time. The important misconceptions were: _____

   d) Seldom correct. Errors are very frequent. The most serious ones were: _____

2. Time Factors (Objective 17)

   To what extent do they show awareness of correct time relations for various activities? Do they have many people sleeping inside the igloo while hunting is in progress? Do they have summer activities portrayed along with a snow igloo?

   a) Highly accurate; no errors of any importance.

   b) Generally accurate, but these errors were noted: _____

   c) A mixture of errors and accuracy. The most important errors were: _____

   d) Many errors. The most serious were: _____

3. Ethnocentric Factors (Objective 11)

   To what extent do they make derogatory or patronizing statements like, "...ignorant Eskimos," or "They will soon learn to improve and do things like we do." To what extent do they assume that the standards and perceptions of the Eskimos are (or should be) the same as ours?

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Evaluation Exercises

a) Very little or not at all. No clear indicators of ethnocentrism.

b) Only occasionally by a certain few students.

c) Fairly often, especially by certain students.

d) Very often; such remarks seem typical for many students.

4. People Emphasis (Objectives 11 and 14)

What proportion of pupils'comments and entries on panel, etc. are about the problems, beliefs feelings, pleasures, activities, customs, family life, etc. rather than about such things as weapons, sled shelters, animals, etc?

5. Comparisons (Objective 2)

How often did students make spontaneous comparisons between items from the list or panel and items in their and other people's lives, e.g., "They seem to have different ways of hunting and different reasons for hunting than we do." How often did they make reference to similarities and differences in the Eskimo's way of life and ours?

a) Very often. Many of the students made remarks about such comparisons.

b) Quite often, especially by certain students, but a few students made few, if any, remarks of this kind.

c) Occasionally

d) Very seldom

Possible Use of Results

1. Note the results recorded in 1, 2, and 3. If serious errors were noted on the checklist, certain questions can be raised with the class to help clear up misconceptions, e.g., "Are you sure we have all the parts of our panel as they should be?" If necessary, add, "Is there anything wrong about the size of the igloo?" or "Are there any things in the panel that make them look like us rather than like Eskimos?"

2. Note results from 4. If need be, raise questions with the class like, "Can you think of any kind of thing we have not put on our panel?"

3. Note results from Comparison. If it is judged that students have made fewer comparisons than they are capable of, the following question may be asked: "What things on our panel about Eskimo living would be different, if it was about our lives?"

4. Review results from checklist as a source of ideas on points needing re-emphasis and note changes in results between this activity and Act. 17.

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Notes to the Teacher	Learning Activities
The written commentary is again very valuable. Intake of information	14. Show the filmstrip *Eskimo Children On Baffin Island, Part 3: Spring,* and *Part 4: Summer.*
Organizing information	15. Have the children plan a scene as they did in Act. 11-13, this one showing the lands of the Eskimo hunter in spring-summer. For example:
Pupil planning	**Eskimo Hunter Spring-Summer Scene** Tent igloo Light clothing Kayaks Snowless ground Harpooning seal Community singing
Building on past experience	16. After the planning list is completed, explain to the class that the panel needs to be done quickly and well. Ask: How can we use what we learned in making the autumn-winter panel to help us make this panel? The children may suggest that the picures should be larger, that more activities should be shown, etc. Use the children's suggestions in making the panel.

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Notes to the Teacher	Learning Activities
All or part of evaluation procedures for Act. 13 (located following that activity) can be repeated here. Note that comparisons (see Item 5 in Act. 13) should include those involving relationships between autumn-winter and spring-summer activities as well as those between the Central Eskimo way of life and ours. The purpose of this activity is to increase the children's awareness of the need for acquiring information from many sources.	17. Have the children evaluate the panel for content and arrangement as they did in Act. 13. Ask: How were we able to use the class suggestions to help us do a better job on our second panel? 18. Hang the chart from Act. 9 and the two panels in front of the room. Ask: 1) What new things were we able to learn about the Eskimo by looking at the four filmstrips - *Autumn*, *Winter*, *Spring*, and *Summer*? 2) Why weren't we able to put more information on our chart at the beginning of our Eskimo study? 3) Why could we add much more to our chart now? 4) What might this tell us about learning? Typical responses from third grade children have included such comments as: • Not all the books tell the same things. • The more you look or read, the more you find out. • Sometimes some people who write know more than other people. 19. Have the children look again at the chart and panels. Ask:

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Notes to the Teacher	Learning Activities
Inferring and Generalizing This is a task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, to formulate inferences on the basis of these data, and to state a generalization which they feel is warranted (See introductory material for a full statement on this task.)	1) Why do you suppose our chart and panel are divided into two sections - spring-summer and fall-winter? 2) Why do you think the Eskimo hunter changed his clothing, food, tools, house, and means of travel with the seasons? 3) Are there any things that we do differently in different seasons? What are they? 4) How is this like or different from the way the seasons affected the Eskimo hunter?
Attitudes, Feelings and Values The purpose of this activity is to provide the children with material that expresses the feelings of the Central Eskimo in spring.	20. Read "There is joy in / Feeling the warmth" from *Out of the Earth I Sing*, (Lewis), p. 101. Let the children draw contrasting pictures of how this Eskimo poet feels in summer and in winter. Let each child start a notebook and enter his pictures. The notebook will be on-going throughout the year's program.
Evaluation of these responses is located following this activity.	21. Write the following paragraphs on the board or duplicate them for the children. Have them read aloud. My name is Aguk. I am the son of Avik, the Hunter, in the land of the Central Eskimo. My family expects me to...

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Notes to the Teacher	Learning Activities
	My name is Ekaluk. I am the daughter of Avik, the Hunter. I live in the land of the Central Eskimo. I am learning to help my family by... Explain to the boys in the class that they are to pretend to be Aguk "in the olden days" and that they are to complete the story about him in writing. They are to tell the kinds of things Aguk does in his family. The girls are to pretend to be Ekaluk "in the olden days" and describe in writing the activities they would be carrying on in the Eskimo family. These papers can be used by the teacher as an evaluation of the children's knowledge about the Central Eskimo. For example: Does the child's writing show hunting as an essential element in the Eskimo's life? Does the child seem to understand the pride an Eskimo takes in being a good hunter? Do the papers show the women spending much of their time working on the hunter's catch? (chewing skins, preparing meat, making clothing from skins, cooking, etc.) Do the papers indicate that the children are conscious of the different activities of the different seasons? Misconceptions found at this point can be worked on throughout the Eskimo units. Let the students enter their stories in their notebooks.

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Evaluation Exercises

Learning Activity 21

Written Story Completion

A number of different criteria could be used to evaluate the stories. Some teachers may wish to discuss with the class beforehand the kinds of things which might be included in the story. Others may simply announce the task, briefly clarify any problems that arise and then, apart from a further reminder of the task, have them start writing. The results will be different in either case but it should still be possible to apply one or more of the following criteria.

1. Variety and Emphasis (Objectives 17 and 18)

   a) How many different activities are included?

   b) How many of these are accurate?

   c) How many of the important (pre-determined by the teacher) activities are included or which important ones are omitted? This may be over the whole year or on a seasonal basis.

2. Abstractness (Objective 4)

   How many of the accurate statements are expressed in specific terms, e.g.,"cut the hole in the ice ..." in more abstract terms "make clothing", or in still more abstract terms, "be proud to be a hunter".

3. Feelings and Attitudes (Objective 14)

   As a separate analysis arising out of the analysis of Abstractness a note could be made of the number of times feelings and/or attitudes are mentioned.

4. Ethnocentrism (Objective 11)

   a) The number of inappropriate forms of expression and/or details that are based on the assumption of similarities in attitudes and way of life between Eskimos and ourselves which do not exist.

   b) The number of patronizing or critical comments that indicate a form of ethnocentrism.

5. Precision/Qualification Objective 16

   The number of clauses that qualify or modify the principal clause by explaining or clarifying it, e.g., "I watch my father (or Avik) skin the animal because ..." or "I, Ekaluk, take the furs that ..." Indicators of these are such words as who, which, that, because, so that.

6. Comparisons (Objective 2)

   The number of comparisons that are made between Aguk or Ekaluk and other Eskimos they have read or heard about, or people of other cultures including their own.

7. Story Construction (Objective 17)

   a) The degree of coherence the story has. At the lower end of the range would be a

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listing of discrete, or relatively discrete, items and at the upper end a well balanced and coherent statement. Three broad groups of stories (top, bottom, the rest) could be formed and then further subdivisions of each of these groups made as they seemed appropriate.

b) The continuous relevance of the items in the story. Some children's stories wander away from the topic while others keep consistently to it. Again, to start with, two extreme groups and "the rest" can be formed.

Possible Use of Results

The method of analysis used and the interpretations of it depend on the objectivities of the teacher.

To analyze the quality of the content in children's stories a teacher could:

1 a) Add up the number of different (and accurate) activities mentioned by each child and give bonus points for each abstract term (this will usually include attitudes and feelings), and for each comparison and each qualification with points taken off for ethnocentrisms.

b) Use the scores to place the stories in four or five groups; the two or three best ones, the two or three worst, the six or seven in the next best and next worst groups and the 11 or 12 in the middle.

c) Record scores for future comparisons, note inaccuracies and ethnocentrisms for specific and immediate remediation and note level of abstraction, and the incidence of comparisons and qualification for broader treatment through discussions over a period of time.

2. Underline each abstract term, each comparison, and each qualification, and check each inaccurate and ethnocentric term. Then, also considering factors under 7 above, put them in groups by a general inspection of the papers. The suggestions in 1 c above could then be followed.

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Notes to the Teacher	Learning Activities
Checking a hypothesis	22. Refer to the chart "This Is What We Think Now" (Act. 4). Let the children check to see whether their hypothesis was correct. Do they need to change their statement?
Inferring and Generalizing For a full statement on this task see the introductory material.	23. Refer to the charts "Building Materials" and "Building Jobs" from Act. 1. Suggested question sequence: 1) How many different kinds of Eskimo homes have you seen? 2) Which homes do you think are built somewhat the way our charts tell us ours are built? 3) Which home is built in a very different way? 4) Why do you suppose there is this difference? 5) What would your father have to learn if he tried to build his home? 6) What does this tell you about one difference between the way the Eskimo hunter secured shelter and the way we secure shelter?

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Notes to the Teacher	Learning Activities
	One effective way children learn is by contrasting one situation with a second. In order to sharpen the idea of "the hunter", the following sequence (Act. 24-30) presents the Lapp herder. The purpose is not to make a depth study of the Lapp, but simply to provide a contrast.
Evaluation of these responses is located following Act. 26.	24. Explain to the children that they are going to read about another Arctic people. Locate Lapland on a world map and relate its location to the lands of the Central Eskimo. The land of the Lapp herder is made up of the far northern parts of three different countries - Sweden, Finland, and Soviet Russia. Few Lapps of Norway are now nomadic.
Again, it is very important to deal with each of these points. They will be used as the basis of comparison among all the cultures studied in this year's program. Make certain the children note that the food from the reindeer is largely milk. Reindeer are not killed for daily food - only for festive occasions.	25. Read *Follow the Reindeer*, (Gidal), to the children. This book describes the life of a herding people in the Arctic. As the story is read or told, lift out specific points for emphasis: . How they get their food . How they get their housing . How they get their clothing . The tools they use . The modern materials or equipment they use . How they travel from place to place . Which of these are done as a family; which with others in the community

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Notes to the Teacher	Learning Activities
	If this book seems too long or too difficult for the class, the teacher could provide this information in a simpler way by using the pictures and telling the story in her own words. Optional Reference: *Finland*, (Paloheimo), pp. 35-50
Responses to question 8 can be evaluated in the same way as suggested for those in Act. 35 (located following Act. 36).	26. Show the motion picture *Laplanders* for a picture of the life of a Lapp. Discuss the information the children have gained from *Follow the Reindeer*, (Gidal), and the film *Laplanders* in order to generalize about the life of the Lapp herder. Suggested question sequence: 1) What did you see in the film? 2) Were there some other things you know about Lapp life from reading *Follow the Reindeer*? 3) What is the main reason the Lapp moves often? 4) How do you think the father (in the story or film) felt about his way of living? 5) Why do you suppose he felt that way? 6) If you were a child in a Lapp family such as this one, how would you feel? 7) Why do you suppose you would feel that way? 8) What can you say about the way the Lapp herder lives? Optional Activity: If a projector for an 8mm cartridge is available, have one student view *Reindeer People of Lapland: Nomad Camp* and report to the class.

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Evaluation Exercises

Learning Activity 24

Map Skills

This exercise provides further opportunity to develop map skills as outlined in Objectives 2 and 19. The results of this exercise should be compared with those in Act. 6 to check on progress and on future needs in this area.

Given a suitable map or globe, it should be possible to check the following skill:

Comparison

In this case students are asked to make a comparison between two areas in terms of their location and the evaluation will be based on the level of precision that they reach in this. If written responses are asked for preliminary to discussion, responses can be grouped in this way.

a) Tally the responses for each pupil, or the total class, that fall into each of the following categories: Those that compare the two locations on the basis of two or more factors, e.g., distance from a known place or area (from the North Pole); distance and/or direction from each other; distance and/or direction from us.

b) Those that compare the two locations accurately on the basis of one factor.

c) All the rest which will include irrelevant and incorrect responses.

If the students are asked for other similarities and differences between the two areas, and there are suitable maps available, groups could be formed as above, on the basis of whether they include physical features, vegetation, and land use.

A checklist similar to that in Act. 13 could be used for the evaluation of oral response.

Possible Use of Results

1. On the basis of the relative size of groups a and c, plans can be made for the instructional program. A comparison of the size of groups in subsequent map exercises may be made. See Act. 4 and Act. 27 and 28 in Unit III.
2. Note against each student's name the group to which he belongs and check progress over several map exercises so that suitable remedial treatment can be planned.

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Notes to the Teacher	Learning Activities
Expression Decentering	27. Let the children make a series of pictures showing how Laplanders secure food, clothing, shelter, transportation, and the tools they use in meeting these needs. Encourage the children to show evidence of modern influences in their pictures by discussing the schools, modern tools, etc. mentioned in their reading. Display the pictures. Ask the students to try to think about the Laplander's life the way he might think about it. Suggested question sequence: 1) How is the Lapp's reason for moving different from the Eskimo hunter's? 2) What was the main food of the Eskimo hunter? 3) What is the main food of the Lapp herder? 4) What do you think a Laplander would say is the most important difference between a hunter and a herder?
Evaluation of these responses is located following this activity.	28. Select a couple of the drawings from Act. 27 and ask the children to suggest several titles for the pictures. Examine the titles and discuss which title "tells the most" about the picture. Have each child write a title for his picture and enter the picture in his notebook.

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Evaluation Exercises

Learning Activity 28

Titles

Before class discussion of titles for the picture each student can be asked to write down a title. After the class discussion the title can be collected for evaluating the extent to which objectives have been met at this time and in the context of this exercise.

1. Inclusiveness (Objectives 4 and 17)

   The extent to which the title included all the important (pre-determined by the teacher) things in the picture. Tally the responses that fall into each of the following categories:

   a) Those titles that include all of the important ideas in the picture.

   b) Those titles that include most of the important ideas in the picture. That is, they deal with parts but not quite all of the picture.

   c) Those titles that deal with only a small part of the picture, e.g., The Reindeer.

2. Abstractness (Objective 4)

   The extent to which the picture content is expressed in abstract, rather than concrete, terms in that it refers to a quality, a condition or an idea, rather than with objects that are directly amenable to the senses.

   Tally the responses that fall into the following categories.

   a) Those titles that are expressed in abstract terms. A distinction may need to be made here between terms that are abstract but vague, e.g., Nice Things, and those that are abstract but clear, e.g., All-purpose Animals of the Lapps.

   b) Those titles that are less abstract than a, yet distinguishable from c, in that they do not refer directly to concrete objects., e.g., Herding Reindeer.

   c) Those titles that refer to concrete items, e.g., Lapps and Reindeer.

Possible Use of Results

1. Note the size of the Inclusiveness groups and if the c group includes almost half of the class, ask them for other titles which might include or bring together several of those suggested. Compare the size of group c with the size of the c group in Act. 8 in Unit III.
2. Discussion on 1 will probably help make up for any deficiencies in the Abstractness scores. If it does not, take opportunities in subsequent learning activities to have them attempt other ways of labeling or titling groups, pictures or stories that tell more about what each means or says.

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Notes to the Teacher	Learning Activities
The idea that there are apt to be many reasons for any particular response of man to his environment is a point that will be made repeatedly. This question sequence is meant to be exploratory and open-ended rather than directed toward an answer the children would be told was "correct". Formulating Hypotheses See statement accompanying Unit I, Act. 3.	29. Let the students hypothesize about how the Eskimo hunter saw his way of life. Suggested question sequence: 1) What do you think would happen if the Lapps tried to teach the Eskimos to be herders instead of hunters? 2) What makes you think so? Give the students an opportunity to express their ideas. Then give them the following information: The Government of Canada did supply some Eskimos with herds and employed Lapps to teach them to be herders. The Eskimos butchered so many of the herd that the experiment was not generally successful. 3) Why do you think the Eskimo hunter did not become a herder? 30. Have the student write a statement that tells the difference between a hunter and a herder. OR Let the students divide a sheet of paper and list on one side the activities of a herder and on the other the activities of a hunter. OR

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Notes to the Teacher	Learning Activities
	Let students who find writing difficult draw two pictures that show the contrasts. Let each student enter his product in his notebook.

Contact with outside cultures has brought great change to the Central Eskimo. Trade provided new but expensive equipment and with this trade a dependency on the market value of his skins. The following sequence (Act. 31-36) deals with his change from hunter to carver and service employee.

Although when the Eskimo was primarily hunting and trapping money seldom changed hands at the trading post, this type of trade is not considered barter. A unit of value was well in mind so that both the Eskimo and the storekeeper knew that "it would take 'so-many' fox skins to purchase a gun," etc. As the Central Eskimo became a carver or service employee, money became the normal medium of exchange.

Organizing information

31. Recall with the children the trading they remember in the film *Eskimo Family*. Ask:

    1) What did the Eskimo take to the store to sell?
    2) What did he get in return?

Chart the responses on butcher paper. For example:

TRADE

Central Eskimos Trade	Central Eskimos Receive
Animal skins	Tea Sugar Guns and ammunition Motor boats Knives

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task see the introductory materials.	32. Have the children look at the items the Eskimo "buys". Develop the idea that there is a relationship between the cost of guns and ammunition and the price he receives for furs that will make hunting profitable or unprofitable. Suggested question sequence: 1) Which things did the Eskimo buy to help him become a better hunter? 2) How did the gun (motor boat, etc.) help the Eskimo to be a better hunter? 3) What do you suppose would happen as guns and boats become more expensive? (Continue questioning until children suggest the Eskimo would have to kill more animals.) 4) What might be the result of the hunter killing more and more animals? 5) What do you suppose would happen if the storekeeper did not want to buy the furs?
The harpoon might be used from 40-50 feet away and the rifle from 50-100 yards away.	
Intake of information	33. Read *Getting to Know Canada*, (Rollins), pp. 23-26. Ask the students to listen for: · New jobs the Eskimo is doing · New things he has to sell · A different kind of home he has

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Notes to the Teacher	Learning Activities
Expresssion Intake of information	34. Have the students look at the chart on trade (Act. 31). Ask them what new items they could put up for the Eskimo as he is today. Let the children read a teacher-made chart on the importance of soapstone carving to today's Central Eskimo. Carving is a major source of income. Teacher Reference: "Airport Art," *Trans-Action*, (Graburn)
The reference to the panels is meant to be a reminder of ways that might change. It should in no way limit the child to the items shown on the panel. Evaluation of the responses to the last question of this activity is located following Act. 36.	35. Direct the children's attention to the scenes they developed on Eskimo life. Let them work in pairs to find at least two things they think will change, if the Eskimo works for a company or carves for his living. After a very few minutes, ask each pair for the things they think will change. List these changes on the board. Additional questions may have to be asked to bring out the significant changes: • End to seasonal moves • Use of modern housing • End of dogsled transportation • Purchase of most food at the store • Work for someone (company, government) • Purchase of much clothing

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Organizing Idea: The Central Eskimo formerly met many of his needs through hunting. Today the Eskimo, like the people of our community, meets most of his needs through the exchange of goods and services.

Notes to the Teacher	Learning Activities
Can be <u>evaluated</u> according to the procedure suggested for the <u>Opener</u>. Most eight-year-olds will be unable to respond to question 2) other than to give specifics related to the Central Eskimo. Do not push the children or generalize for them. The question is meant to raise the ceiling for the child who can see that new ideas can bring many changes to any people's way of living. The material dealt with throughout the remaining study of the Eskimo units will deal with the Central Eskimo both as a hunter and as a modern producer of goods and services. As the students discuss material, have them identify whether the activity would be happening today or whether the information is about the Eskimo when he was a hunter. Pupil planning	Let the children work in pairs to group and label the items listed on the board. When the children have finished the exercise, get a wide sampling of groups from the children and ask: 1) When you look at these groups on the board, what can you say about what is happening to the Central Eskimo? 2) What idea does this give you about people? 36. Let groups of three or four plan to pantomime some activity of the Central Eskimo. After each group has presented its pantomime, let the class decide: • What activity of the Central Eskimo was shown • Whether the activity is something he did as a hunter, something he does today, or something he has done in the past and continues to do today

UNIT I

MAIN IDEA: DIFFERENCES IN ECONOMIES ARE ASSOCIATED WITH DIFFERENCES IN THE WAYS PEOPLE USE THEIR ENVIRONMENT AND SKILLS.

Organizing Idea: The Central Eskimo formerly met many of his needs through hunting. Today the Eskimo, like the people of our community, meets most of his needs through the exchange of goods and services.

Evaluation Exercises

Learning Activity 35-Question 1.

Inferring and Generalizing

The summary sentences to the "When you look at.." question could be written down first and later discussed by the whole class. These sentences can be used to judge the extent to which objectives have been met. The following criteria and procedures are suggested.

1) Inclusiveness (Objectives 17)

That is the extent to which all of the important (pre-determined by the teacher) points have been included. The procedure suggested for Act. 28 could be followed here, i.e., tally responses within the following categories:

a) Sentences that include all of the important ideas.

b) Sentences that omit up to two important ideas about what is happening to the Eskimo.

c) Sentences that omit more than two important points about what is happening to the Eskimo.

2) Abstractness (Objective 4)

An abstract word is one which refers to a quality or condition without tangible elements, e.g., "...changing living conditions." "... learned to need different things."

a) Sentences that include two or more abstract words. These words must be accurate, relevant, and not vague. Examples of vague abstract words which would not be counted are: "... they are changing", "...to hunt better" and "... good at mending things."

b) Sentences that include only one abstract word.

c) All other responses

3) Feelings and Attitudes (Objectives 9, 14)

Most of these will already be tallied under 2, but they nevertheless deserve a separate tally because of the importance of this characteristic in Social Studies.

a) Tally all those sentences that make some reference to the change in feelings and attitudes of the Eskimos.

b) Tally all the rest.

4) Tentativeness (Objective 16)

This quality is a particularly desirable one when it is in a form which reflects recognition of the limitations that the data used place upon conclusions. Indicators of this quality are such words and phrases as "From what we read...", "probably", and "might."

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Evaluation Exercises

a) Tally in one category all sentences that include some elements of tentativeness in them.

b) Tally the rest.

Possible use of Results

1. Note the number of tallies in the top group (the a category) of each of these criteria and compare these results with those in Act. 23 and 26. A substantial increase suggests progress toward objectives. In the meantime, work to increase these tallies through such devices as listing sentences on the board and asking for assessments of the best and an attempt to explain choices; asking students to repeat statements to see if they can gather more important information; reminding them of need for tentativeness by asking them to check responses against data.

2. Note against each student's name some symbol for each group in which his response falls. Note the pattern of change for each student between this and Act. 37 and 38 and plan remedial work for those who persistently score low.

Question 2

It is possible that very few students will respond correctly to the last question, "What idea ..." However, its importance in social studies is such (see Objective 17) that every encouragement should be given children to attempt responses.

a) Tally all those responses that suggest something of the order of " ... new ideas can bring many changes to peoples' ways of living" or "When one group of people meets another, they both change."

b) Tally all responses that refer only to Eskimos.

Possible Use of Results

1. Compare the number of responses in category a with responses to similar questions in subsequent activities, e.g., Conclusions. Use any opportunities that offer themselves to extend the discussion such as: "What does what we have studied and what we know from studying other people tell us about people - about the way they behave?"

2. A further step could be taken with this exercise by writing on the board all of the a pupil responses in 1a above and asking students to list as many examples as they can think of to support the ideas. This should serve as a check on the kind of understanding invested in the responses as well as to reinforce partly developed understandings.

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Notes to the Teacher	Learning Activities
	Although modern firearms initially changed the Eskimo from a team hunter to a solitary hunter, there were many activities that still required cooperation. Activities 37 and 38 examine the idea of cooperation among the Eskimos.
This is a story about the Greenland Eskimo. The children may notice differences in the way of life between this Eskimo and the Central Eskimo.	37. Read *Children of the North Pole*, (Herrmanns). Tell the children to watch for the things people did to help one another in this story. Suggested question sequence: 1) What things did the people in the story do to help one another? 2) Why did Serkok's family need special help? 3) What can you say about how cooperation might affect the life of an Eskimo?
A traveler is always made welcome in the home of an Eskimo. Because of the harsh climate, an Eskimo will offer the shelter of his home to a passing stranger. Earlier the isolation of Eskimo life during parts of the year made this time a happy one for everyone. <u>Attitudes, Feelings and Values</u>	38. Read the poem on p. 23 of *Beyond the High Hills*, (Rasmussen), to the children. Suggested question sequence: 1) How does this poet seem to feel about having guests in his house? 2) What does the line 'Faces I have never seen before' tell you about these guests? 3) Why do you suppose an Eskimo might have strangers as guests in his home? 4) Why do you suppose this might be such a happy time for an Eskimo family?

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Notes to the Teacher	Learning Activities
Decentering Procedures suggested for Act. 21 may be used here.	39. Let each child complete a short story beginning as follows: If I could have been an Eskimo hunter's child, I would have liked to... Let each child examine his paper and write whether he would need someone to help him with that activity, if he were an Eskimo child.

Up to this point, the emphasis has been on people and their relationship to their environment. In the following sequence (Act. 40-42), the children will attempt to organize their learnings about the physical geography of the area of study.

Map skills	40. Have the class start a class world map on which they can enter the various areas studied during the year. The Eskimo lands and Lapland should be entered on this map. Also enter the Arctic Circle on the map. Call the children's attention to the Antarctic Circle. Discuss with them the fact that the region around the South Pole is called the Antarctic, just as the region around the North Pole is called the Arctic.
Keep the list developed in this activity for use in Act. 42.	41. Have the children recall all that they have learned about the Eskimo lands. Ask: What do you know about the land of the Eskimo?

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Notes to the Teacher	Learning Activities
	Continue to question the class until they bring out points about climate, plant life, people, animals, etc. Make a class list of the ideas the children give.
Map skills	42. Read pp. 3-37 from *The Arctic Tundra*, (Goetz). Show the map of the tundra lands on pp. 4-5 and let the children note their location in relation to the Arctic Circle. Enter these lands on the map from Act. 40.
Intake of Information Expressing new information Becoming aware of accumulating information.	Show the filmstrip *The Arctic Wilderness*. Ask: Is there anything we can now add to our list about Eskimo lands? Recall with the children a similar activity (Act. 18) in which more reading and films provided additional information.
Good material for all students but especially effective for the child with a reading problem.	Optional Activity: If a projector for 8mm cartridges is available, let one or two children view *Arctic Thaw, Parts 1 and 2.* Have them give any new information to the class and add this information to the list.

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Notes to the Teacher	Learning Activities
This activity should help children to see that the Eskimo hunter's knowledge of his environment was vital to his life in the Arctic and that in order to survive as hunters we would have to learn a great deal. Organizng information Inferring and Generalizing For a full statement on this task see the introductory material.	43. Let each child select one animal that lives in the Arctic. Then let him list or illustrate the ways the Eskimo hunter used this animal, for example, seal, caribou, walrus, and polar bear. Discuss how well an Eskimo hunter used what he had. Suggested question sequence: 1) What did an Eskimo hunter have to know in order to get the things he needed? 2) What would we have to learn if we went to live as a hunter in the Arctic? 3) What idea does this give you about these people?
	44. Let several of the children read *The Eskimo Knew*, (Pine), and report to the class. This book tells about some of the ways in which the Eskimo modified his behavior to his environment. It also points out how we make these same modifications in our own lives.
The purpose of this activity is to introduce the idea of cultural borrowing.	45. Have the children complete a story that begins as follows: I'm glad the Eskimos invented....because....

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Notes to the Teacher	Learning Activities
Inferring and Generalizing See introductory material for a full statement on this task.	Conclusion Draw upon the children's information gained in their second grade study of the community to contrast how needs are met in an industrialized community with how they are met by a hunting people. Ask: 1) What things do people need every day? 2) How did the Central Eskimo hunter get these? 3) How does the Central Eskimo get these things today? 4) How do we get these things? Chart the information from the first four questions on the chalkboard, for example:

NEED	ESKIMO HUNTER	ESKIMO TODAY	WE
Food	Hunted, traded	Buys at store	Buy at store
Clothing			
Shelter			

5) When an Eskimo hunter needed food, what did he do? Where did he find this food? What skills did he have to have?

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Notes to the Teacher	Learning Activities
Evaluation 7)...What makes you think so? The responses to this question should provide the teacher with data on the extent to which Obj. 7 is attained at this time and in this context. Criteria for these responses would be the same as for Act. 35. Teachers should then ask the students to write down and/or to respond orally to the question: What does what you have learned from our study and others you know about, tell you about people in general? The question may need to be rephrased in order for those who can answer it to do so. Criteria and procedures for evaluating these responses would be the same as for Act. 35. Those whose responses are in the top group will have expressed a form of the Main Idea in their own words. Be sure to follow the suggestion in Act. 35, Possible Uses of Results (last section) in order both to check and to reinforce understanding of the Main Idea.	6) When the Eskimo today needs food, where does he get it? What must he do before he has the money to buy his food? What skills does he have to repair motors? To carve? At this point you may want to let the students write their responses to the last question: 7) In the way he secures food, clothing, and shelter, is the Eskimo today more like the Eskimo hunter or like your father? What makes you think so? Examine the papers to evaluate the understandings the children have developed. Then have the children enter their statements in their notebooks.

UNIT II

MAIN IDEA: CONTACT BETWEEN CULTURES OFTEN BRINGS CHANGES IN THE SOCIAL INSTITUTIONS WITHIN THEM.

Organizing Idea: *As a result of contact with outside cultures some activities of the Central Eskimo that were formerly carried on through family and/or band are now carried on primarily by the government and church. The family still remains the central unit in his life.*

Contributing Idea: 1. All people provide means for their children to learn.

Content Samples:

The Central Eskimo hunter taught:
The young how to secure food, clothing, and shelter from their environment.
All children to observe rules of safety, especially rules of safety around water.

Contributing Idea: 2. All societies expect different behavior of boys and girls.

Content Samples:

In the culture of the Central Eskimo hunter:
Women and girls were expected to prepare food, to make and to keep clothing in good repair, and to care for children.
Men and boys were expected to provide food and shelter for the family.

Contributing Idea: 3. Changes are taking place in the institutions of the Central Eskimo.

Content Samples:

Government schools are assuming much responsibility for the teaching of the young.
Serious disputes may be taken to the minister, priest or store manager, rather than having families or bands settle them.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Sensitivity to feelings and thoughts of others (9)

f. Accepting merits of ways of living found in other cultures(11)

g. Comprehension of concepts and generalizations about Central Eskimos and their environment (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

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Notes to the Teacher	Learning Activities
	Every group of people passes on knowledge and skills to its young. The following sequence (Opener-Act. 10) deals with changes in the ways in which the Central Eskimo child learns.
The purpose of this opener is to determine whether the children think of learning only in relation to school.	Opener Ask the children to write a paragraph on "How Children Learn." Let the children contribute the different ways of learning they have written about. List these on the board. If the children's responses indicate that they are unaware of how much they learn from their parents and experiences, follow up by discussing with them: What my Dad and Mother told me about animals, plants, places. How I learned what was a good or bad thing to do, for example, "don't eat with dirty hands," "don't tease younger sister." Or, How I learned to do something, for example, "setting a table, tying shoes."
If this film is not available, have the children recall the films and books from Unit I. Intake of information	Development 1. Show the motion picture *Angotee, Story of an Eskimo Boy.* Ask the children to note particularly the jobs done by the children of the family. Ask: • What did you see in the film that tells you whether Angotee was the child of an Eskimo hunter or an Eskimo today?

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Notes to the Teacher	Learning Activities

- What jobs were the children of the Eskimo hunter doing?
- Who taught the children to do these jobs?
- How were the children being taught?

List these jobs on the board, for example:

Jobs an Eskimo Hunter's Daughter Did	Who Taught Her	How They Taught Her
Sewing	Mother	Showed her
Preparing food	Grandmother	Showed her
Taking care of baby	Mother	Showed her

Jobs an Eskimo Hunter's Son Did	Who Taught Him	How They Taught Him
Hunting	Father	Went along
Trapping	Father	Went along
Building	Father	Showed him

Organizing information

It may be necessary to bring out the class summary of the film *Eskimo Family* (Unit I, Act. 5).

2. Have the children look at the columns that tell how the Eskimo boys and girls were taught. Ask:

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	1) How did the Eskimo hunter's children seem to learn how to do their jobs? 2) Why do you suppose they learned in this way? 3) What other ways have we seen Eskimo children learning? 4) What can you say about the way these Eskimo children were learning?
Intake of information Inferring and Generalizing Evaluation: See Unit IV, Act 4, for procedures appropriate to question 3.	3. Show filmstrip *The Modern Eskimo*. Suggested question sequence: 1) What kinds of things do Eskimo children learn in school today? 2) How are the things they learn in school different from the things they learn at home? 3) Why do you suppose there are these differences? You may have to ask additional questions to bring out points such as that older people may not know how to read, and that books are needed. Alternate Activity: If the above filmstrip is not available, present the information about schools to the class on a teacher-made chart. Teacher Reference: "Schools," (Appendix I)

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Notes to the Teacher	Learning Activities
Intake of information Inferring and Generalizing The procedure discussed in Unit I, Act. 35 (located following Act. 36), may be used to evaluate responses, particularly to question 4.	4. Recall the many things Angotee learned other than his work (Act. 1.). Ask: How did he learn these things? Read *Tikta'Liktak*, (Houston), to the children. This is the story of a legendary hero. Suggested question sequence: 1) What would an Eskimo child have learned from this folktale? 2) How do you think he learns history now? 3) What ways do we have for learning about famous people? 4) What does this tell you about what people want their children to learn? . Optional Activity: A group may wish to dramatize the story of Tikta'Liktak OR Students may want to make a diorama or draw a picture of the bravest thing Tikta'Liktak did.

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Notes to the Teacher	Learning Activities
The Eskimo in Life and Legend is a beautiful film but it is essentially an effort on the part of the Canadian government to interest people in the soapstone carvings of the Eskimo. The Eskimo will carve what can be sold on the market; this work is not traditional. See "Airport Art", (Graburn). Intake of information <u>Inferring and Generalizing</u>	5. Show the motion picture *The Eskimo in Life and Legend: The Living Stone* to the class. Suggested question sequence: 1) What does the Central Eskimo do with his carvings? 2) What kinds of objects do you think buyers would expect the Eskimo to carve? 3) Why might he carve the things the buyer expects? 4) How is this like or different from the way Niviaksi decided to make a carving? Read pp. 3, 12-15, and 19, from *The Art of the Eskimo*, (Glubok). Ask: 1) How are Eskimo carvings used? 2) What do the carvings of the Eskimo usually show? 3) How may an Eskimo decide what to carve from a piece of ivory or a piece of soapstone? 4) Which carvings show the Eskimo hunter? 5) Which carvings would show the Eskimo today?
Intake of information	6. Let the children examine the following pictures of Eskimo art in *Out of the Earth I Sing*, (Lewis), "Morning Sun", p. 1 "Birds of Night", p. 10 "Child with Captive Bird", p. 30 "Wounded Caribou", p. 56 "Eskimo", p. 94 "Flight of Murres", p. 139

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Notes to the Teacher	Learning Activities
<u>Attitudes, Feelings, and Values</u> The purpose of this activity is to provide an opportunity for the children to consider how an Eskimo might feel about his work and to encourage divergent views.	Have them list the things the Eskimos put in their artwork. Have the children complete a story that begins as follows: If I were an Eskimo, I should like to carve a .... because .... Have the children enter their writings in their notebooks. OR Let any children who think that some Eskimos may not like to carve, complete a story beginning as follows: I am an Eskimo who does not like to carve, so I think I shall .... because ....
Intake of information <u>Evaluation</u> procedures described in Unit I, Act 21 (located following that activity) could be used here. <u>Inferring and Generalizing</u>	7. Select a few Eskimo folk tales to read to the children. Suggested References: *Beyond the Clapping Mountains*, (Gillham) *White Archer, the* (Houston) *Day Tuk Became a Hunter, the* (Melzack) After each story is read, let the children work in pairs for a couple of minutes to decide on an answer to the following question: Why do you suppose the Eskimo hunter and his family liked to tell this tale?

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Notes to the Teacher	Learning Activities
	From the variety of responses let the children discover that a story may have many purposes such as explaining natural phenomena, pointing out certain virtues, telling of a past hero, teaching a lesson and telling of special beliefs.
Community singing of traditional chants is no longer a part of Central Eskimo life. Community singing today would be more likely country-western music accompanied by a guitar, or new modern songs created by the singer.	8. Read the poem on p. 13 of *Beyond the High Hills*, (Rasmussen). Ask: 1) What feelings are expressed in this poem? 2) When might an Eskimo hunter have chanted this poem? Explain to the children that this poem and others in this book are actually songs that were chanted by the Eskimo hunter on special occasions. Play the recording *The Eskimos of Hudson Bay and Alaska, Side 1* to familiarize the children with the rhythms and voices in Eskimo chanting. Give the children an opportunity to express their feelings about these Eskimo sounds.
The teacher may want to check the accuracy and richness of content the children include in their pictures. If pictures are arranged on a bullentin board, check the type of groupings the children decide on.	9. Let the children illustrate scenes from their favorite Eskimo folk tale and make a bulletin board arrangement of selected illustrations. One group made individual shoebox dioramas of their favorite tales. Illustrations may be entered in their notebooks.

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Notes to the Teacher	Learning Activities
Again the point should be made that while the Eskimo has always cooperated with others of his band in some activities, today an increasing number of activities require action by a greater number of people. Organizing information	10. Tell the children you need two lists. You need one list of as many things as they can remember that Central Eskimo children of today learn, for example: Carving Sewing Writing Bible stories How to treat visitors Songs and dances Reading Arithmetic Hunting Safety rules You need another list of the things the members of the class learn. For example: Reading Games Drawing Arithmetic Music How to make friends Let each student decide which list he wishes to work on. The list might be developed at home and brought to school the next day, or the students might work in pairs. Compile the two lists on the board and have the children examine them. Suggested question sequence: 1) What things are the same on both lists? 2) Where are these things learned? 3) What things are different on the two lists? 4) Where are these things learned?
Inferring and Generalizing	

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Notes to the Teacher	Learning Activities
Using symbols	Let the children suggest two symbols and use them to identify on the lists: • Those things a parent can teach a child, and • Those things which others must help teach, if a child is to learn them.

One very important aspect of the socialization of any child is the learning of his role as a man (or woman) in his society. The following sequence (Act. 11-15) introduces the children to this idea of sex role.

Expression	11. Explain to the children that if they think boys and girls should behave differently, they should tell how and why the behaviors should differ in a paper entitled: Should Girls Behave Differently from Boys?
Organizing information	12. Let the children meet in groups of three or four to discuss the ideas stated in their papers. Have each group choose one person to report: • Two ways boys and girls should be different • Whether all the people in the group felt the same way

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Notes to the Teacher	Learning Activities
Sex roles may be defined differently in different families. Inferring and Generalizing	13. Discuss the students' reports. Suggested question sequence: 1) Why are boys and girls taught different behavior? 2) Why is it not always possible to say that one kind of job is "man's work" and another is "woman's work"?
Using symbols	14. Select one behavior of the Eskimo woman, (such as sewing clothes), and ask: Who expects mother to sew clothes? The responses of the children might be charted on the chalkboard with arrows to demonstrate two-way expectations, such as : Father, Children } (expect) → Mother to sew clothes Ask: What does Mother expect of father and the children? Mother → Father to buy material for clothes Father to buy food for family Children to help at home Divide the class into groups of four. Let each group plan to dramatize:

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Notes to the Teacher	Learning Activities
Expression Evaluation of these responses is located following Act. 15.	OR Divide the class into groups of four. Let each group plan to dramatize: • The work of one member of the Eskimo community and who expects him to do it • What that person expects in return
	15. Select a behavior the children gave in Act. 12, such as "Boys shouldn't push ahead of girls," and ask: 1) Who expects this of you? 2) What do you expect that person to do for you? Have the children develop a list of several behaviors expected of them. (This list should include behavior in a number of places, such as school, home, church, and movies.) Duplicate the list and let each child indicate through writing (or drawing) who expects this behavior of him and what he expects of the other person. Have the children select several responses, write a title for each, and display them on the bulletin board.

UNIT II

MAIN IDEA: CONTACT BETWEEN CULTURES OFTEN BRINGS CHANGES IN THE SOCIAL INSTITUTIONS WITHIN THEM.

Organizing Idea: As a result of contact with outside cultures some activities of the Central Eskimo that were formerly carried on through family and/or band are now carried on primarily by the government and church. The family still remains the central unit in his life.

Evaluation Exercises

Learning Activity 14

Dramatization - Role Playing

Dramatic activities offer opportunities for teachers to check on the understanding students have about certain events and people in their study. In evaluating such an activity the teacher may use a checklist made up of the names of students in a column and several criteria across the top and then check against students' names each occurence of a behavior that fits a criterion either in the dramatic presentation or in the comments that are made by the class about the presentation. The following criteria could be used for this exercise:

1. Inclusiveness (Objective 17)

   The extent to which in the presentation, or in the comments, all the important (pre-determined by the teacher) points are covered.

   Tally against a student's name each occurrence of an important point -- each important point would need a separate column.

2. Feelings and Attitudes (Objective 9, 17)

   The extent to which these are accurately portrayed in gesture or by word.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this aspect of behavior.

3. Ethnocentrism (Objective 9)

   The extent to which students are showing by word or gesture that they are thinking and behaving as American rather than as Eskimos.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this characteristic.

4. Errors (objective 17)

   The extent to which students commit errors in the presentations which they do not correct in class comments.

   Tally against the name of each student each error he makes.

Possible Use of Results

1. Take steps through discussion and/or further intake to deal with important points that have been omitted (see Inclusiveness) and with any uncorrected errors.
2. Note class totals on Feelings and Attitudes and Ethnocentrism and both; take steps to deal with class needs as revealed by these measures.
3. Note for specific remedial attention those students with high Error and Ethnocentrism tallies.
4. Note changes in individual and group performance from this activity to Act. 15 in Unit III and Optional in Act. 10, Unit IV. Substantial increases on criteria 1 and 2 and/or decreases on criteria 3 and 4 suggest improvement regarding objectives.

UNIT II

MAIN IDEA: CONTACT BETWEEN CULTURES OFTEN BRINGS CHANGES IN THE SOCIAL INSTITUTIONS WITHIN THEM.

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Notes to the Teacher	Learning Activities

As two cultures meet, the institutions of the dominant culture tend to be imposed on the second culture. The following sequence (Act. 16-18) deals with the role of the church in the life of the Central Eskimo today, especially in handling disputes.

The acting out of something that actually happened in the yard would be most effective here.

16. Read the following unfinished story to the children.

Miss Smith's third grade class was having a good game of kickball until the ball hit Billy on the leg. Billy said he didn't feel it and he wasn't out. All the children said he was out.

Discuss the possible courses of action.

Suggested question sequence:

1) What happened in this story?
2) What do you think the players should do to settle this argument?
3) Why do you think they should settle it in this way?
4) Can you think of a time when something similar happened to you?
5) What did you do to settle it?
6) When you think back about that time, what do you think about the way you settled the dispute?
7) How might you have changed the way you settled the dispute?

Attitudes, Feelings, and Values.

Evaluation exercise is located following this activity.

UNIT II

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Evaluation Exercises

Learning Activity 16

Attitudes, Feelings and Values

Questions such as these which explore children's reactions to inter-personal conflict are particularly useful in assessing feelings and attitudes. Each pupil may be asked to write his answers to one or more of the questions prior to discussion or a checklist may be used to record instances during class discussions. In either case, the following criteria are suggested.

1. Ethical Concern (Objective 11)

   The following categories may be used to group or note responses.

   a) Expedient The problem is solved as easily as possible without regard to ethical concerns or by referral to other authority, e.g., "Let Miss Smith decide," "He's wrong."

   b) Acceptance of rules Adherence to particular rules is considered the desirable solution, e.g., "If they all said he's out, he should play by the rules."

   c) Concern for participants An attempt to reconcile opposing viewpoints, e.g., "They should talk it over and agree who's to decide." "They should see what the rules are and if Billy knows them."

2. Sympathetic Response (Objective 11)

   a) Punitive toward person(s) involved, e.g., "They shouldn't let Billy play," "Billy's dumb."

   b) Neither punitive nor sympathetic.

   c) Sympathetic or supportive of person(s) involved, e.g., "He's out but he'll feel bad."

3. Rationality (Objective 8)

   The degree to which "problem solving" is applied to the situation.

   a) Only one solution is suggested throughout the series of questions. Pupil gives no evidence of awareness that his solution may be imperfect or that others of equal merit are possible.

   b) Pupil indicates two alternative solutions without elaboration.

   c) Pupil indicates more than two possible solutions and/or indicates willingness to consider other options (esp. in Question 6).

Possible Use of Results

Comparisons may be made with similar exercises later in the year. One would, in general, hope to see substantial increases in frequencies in the latter categories of each criterion indicating that pupils become more "ethical" in the sense of progressing from simple expediency to acceptance of rules to concern with the implications of rules for those involved and that they become more sympathetic to persons in a conflict situation and more flexible in developing solutions.

UNIT II

MAIN IDEA: CONTACT BETWEEN CULTURES OFTEN BRINGS CHANGES IN THE SOCIAL INSTITUTIONS WITHIN THEM.

Organizing Idea: *As a result of contact with outside cultures some activities of the Central Eskimo that were formerly carried on through family and/or band are now carried on primarily by the government and church. The family still remains the central unit in his life.*

Notes to the Teacher	Learning Activities
	17. Duplicate a list of a number of situations in the children's own lives that often lead to disputes, for example: • Leaving litter on apartment house stairs • Ownership of a bike • Who is "out" in a game • A window broken by a ball • A car smashes into another car Let the children work in pairs to decide how these disputes would probably be settled. Let them contribute a variety of ways disputes are settled. List these on the chalkboard. Ask: 1) Which do you think are the most serious disputes? 2) How are they settled?
Before the coming of the white man there was little or no Eskimo law. There was a tendency for the best hunter to be the best off and it was each man for himself. If an Eskimo continually exhibited unacceptable characteristics such as lying, stealing, not sharing what he had, or if he killed a member of the group, he might be ostracized or killed. Punishment might be carried out by an individual or by the community.	18. Read the stories "Before the Coming of Christianity" and "After the Coming of Christianity," (Appendix I). Ask the children to listen carefully for the way these people settled their problems. Discuss the differences in the way the people behaved and try to explain why. Suggested question sequence: 1) What happened in the story? 2) What did Tagaruk do? 3) How did the people punish him? 4) What do you think will happen to Tagaruk as a result of this punishment?

UNIT II

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Notes to the Teacher	Learning Activities
See the paragraphs "Religion" in (Appendix I) for information about the role of the Christian church in changing Eskimo attitudes toward violent conflict.	4) What did Tuktu do? 5) How did Etuk settle the quarrel? 6) Why do you suppose the people behaved in such different ways in these quarrels? 7) How do you think the people who left Tagaruk felt? 8) Which do you think is a better way? 9) Why do you suppose you think that way?
Intake of information	Read the story "Avik and Echaluk" (Appendix I). Ask the children to listen carefully to see what was done about this problem.
Inferring and Generalizing	Compare this episode with the first two. Suggested question sequence: 1) What happened in this story? 2) What did Avik think had happened to his soapstone? 3) What made him think so? 4) What did Avik do about it? 5) How did he feel as he carved? 6) What do you suppose made him feel that way? 7) What does this tell you about how people feel about settling quarrels?
Intake of information	19. Make a teacher-made chart for the class that deals with the role of the Christian missionary in the life of the Central Eskimo. Emphasize his role in eliminating violent punishment from the Eskimo life style. Include both the change to peaceful settlement and the fact that quite often quarrels are not settled. Teacher Reference: "Religion" in(Appendix I)

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Notes to the Teacher	Learning Activities
Using symbols	20. Write the word "missionary" on the board. Ask the children what the missionary expects the Eskimo to do. Diagram the children's responses, for example: Missionary (expects) people: → To go to church To read the Bible Not to fight To inform him of all births, deaths, and illnesses Now ask, "What do the Eskimos expect the missionary to do?" Diagram the children's responses, for example: Eskimos(expect)missionary: → To have a church To hold services regularly To speak Eskimo To baptize all children To talk over and help solve the problems they bring him
Conclusion	Write the following phrases on the board: • Teaching children • Settling quarrels • Making a living

UNIT II

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Notes to the Teacher	Learning Activities
Some children may wish to draw pictures to contrast the old and the new and then discuss why the change has taken place instead of writing about it. Evaluation procedures described in Unit I, Act. 35 (located following Act. 36), could be used here. Most of the daily activities of mankind contribute to the support of his family.	Let each child choose one phrase and write a statement: 1) About the old Eskimo way of performing this activity 2) About the new Eskimo way of performing this activity, and 3) Why things have changed. Have the children share the contents of their writing. Direct the children's attention to several before-after activities they have been discussing. What do you notice about the reason the Eskimo performs activities, such as carving, teaching a child, and sewing? You will undoubtedly have to ask supporting questions, such as, 1) Why does today's Eskimo carve? 2) What will today's Eskimo probably do with the money? 3) Who will use what he buys? 4) What do you think the Eskimo father or mother would say is the reason he or she works? Read "The Mother's Song" from *Out of the Earth I Sing*, (Lewis), p. 113. Ask: Why do you think I read you this poem? Typical responses from third graders have been: • It's a nice poem. • It's about Eskimos. • It's about a mother who thinks it's important to feed her baby.

UNIT III

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: The desert people modify their behavior and their environment in order to make a living.

Contributing Idea:

1. Herders in a desert area may be able to meet their needs by modifying their behavior.

Content Samples:

The Bedouin of the Negev:
Moves regularly to get food and water for his needs.
Herds animals adapted to the desert environment.

Contributing Idea:

2. The availability of water in a desert influences important activities of the people living there.

Content Samples:

Farming develops in areas where irrigation water is available.
Cities tend to be limited to areas where adequate water supplies are available.

Contributing Idea:

3. People modify their behavior in different ways.

Content Samples:

People of the United States
Nomads of the Negev

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Organizing Idea: The desert people modify their behavior and their environment in order to make a living.

Contributing Idea:

4. Innovations bring changes in life style.

Content Samples:

New means of transportation
New means of communication
Formal schooling

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Accepting merits of ways of living found in other cultures (11)

h. Comprehension of concepts and generalizations about desert people and their environment (17)

i. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

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Notes to the Teacher	Learning Activities
	People everywhere have developed some patterns of living that are related to their environment. The following sequence (Opener-Act. 10) deals with the nomadic life as one way in which some desert people handle the problem of water scarcity.
Keep the record you make of the students' statements and their papers. They will be used in the Conclusion.	Opener Let the children who have crossed a desert or who have seen deserts on TV or in the movies tell what they think they know about deserts. Record the statements of the students. Ask the students to write a paper on the subject: Could anyone live in the desert? Examine the papers to see whether any of the students suggest that one response to climate is for people to modify their behavior.
Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations.	Development 1. Display a picture of a camel caravan and ask: What reason do you suppose these people might have for moving?

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Notes to the Teacher	Learning Activities
Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked. Keep the record of the reasons for the journeys of the nomad. The children will check it in Act. 6.	If no large study print is available, display *All About the Desert*, (Epstein), pp. 22-23, and *The True Book of Deserts*, (Posell), pp. 14-15. *All About the Desert* is not a reference for students but the illustrations are useful. Record the reasons the children offer for the journeys of the nomad.
In Act. 18 the students will be formally presented with these points as study questions to which they will seek answers in their research. Intake of information	2. Read *Sons of the Desert*, (Gidal), to the class as an introduction which provides some basic knowledge about the life of the Bedouin. Do not spend time on minor details. Rather, emphasize the major points which will be used for comparing the life of the Bedouin nomads with that of other cultures. · How they get their food · How they get their housing · How they get their clothing · What tools they use · How they travel from place to place · How they get their water
Map skills	3. Using the map in the front fly leaf of *Sons of the Desert*, (Gidal), help the children locate the travels of the characters in the story.

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Notes to the Teacher	Learning Activities
Since the emphasis of this unit is on the Bedouin of the Middle Eastern deserts, the other desert areas of the world will not be identified until Act. 28. Evaluation procedures described in Unit I, Act. 6 (located following Optional Act. 8), could be used here. Encouraging students to raise questions	4. Have the children locate the deserts of the Middle East on the world map started in Unit I. Have the students relate the location of the deserts of the Middle East to the location of Hudson Bay area where the Central Eskimo lives. Ask: In what direction are the deserts from the Arctic? 5. Tell the children they are going to see a filmstrip about desert nomads. Ask: What ideas do you think are important to watch for? Many of the ideas eight-year olds will give will be quite specific. A few children will reach a higher level of abstraction. Note the range of these typical third grade responses: · Whether they have tents · Who gets to eat first at mealtime · What rules they have · The way they make a living Show the filmstrip *Ahmed and Adah of the Desert Lands*. If the filmstrip is not available, read "Tent People" from *At Home Around the World*, (Goetz), pp. 135-138. As further intake of information read *Achmed, Boy of the Negev*, (Russcol).

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Notes to the Teacher	Learning Activities
It is important that children learn to check their hypotheses once they have more information. It is equally important for them to learn that frequently there is more than one cause for an event.	6. Ask the children: • Why did Fayez in *Sons of the Desert*, (Gidal), move? • What reason did the people we just learned about (in Act. 5) have for moving? Refer again to the pictures shown and the record of reasons for the journeys of the nomad from Act. 1. Have the children check their hypotheses at this time. Ask: 1) Were the reasons correct that you gave as to why these people might be moving? 2) Do you have any additional reasons to add now?
Do not put a title on the chart, as that will be an essential part of Act. 8. Recall of information Organizing information	7. Develop on the chalkboard a chart of reasons for moving. Help the children recall the reasons the Eskimo hunter moved and the reasons the desert nomad moves. Add to the chart a list of reasons the children think their own parents have had for moving. For example:

Desert Nomad	Eskimo Hunter	Our Family
The search for water They travel to better pastures	They go where hunting is good They travel to trading posts	Daddy has a new job We need a bigger home

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Notes to the Teacher	Learning Activities
The children will produce better results if they work on the assignment in pairs and then share their products.	OR Let the children work in pairs for a few minutes, listing reasons for the moves of either the Eskimo hunter or the desert nomad. Then let each pair meet with another pair and combine their lists. They may select one person to report for the group. After the contributions have beeen charted on the chalkboard, let the whole class give reasons their own families or families they know move.
Evaluation procedures described in Unit I, Act. 28 (located following that activity)	8. Have the students suggest a title for the chart. If you wish to use this exercise to evaluate their work, ask each to write out his own title for the chart and turn it in.
It is usually easier for children to see differences than for them to see similarities. Inferring and Generalizing	9. Have the children contrast the reasons the different groups of people have for moving. Encourage them to refer to the chart (Act. 7). Suggested question sequence: 1) What differences do you see in the reasons that these three groups of people have for moving? 2) Why do you suppose there are these differences? 3) How are people's reasons for moving alike? 4) What can you say about the reasons people move?

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Notes to the Teacher	Learning Activities
	If there are many more reasons listed under "Our Family" than in the other two columns, ask the children why they think there are. It may lead to the idea that we know more about ourselves than we do about others.
One important realization the children may reach is that different people may feel differently about a similar event. Attitudes, Feelings and Values The purpose of this activity is to increase children's awareness that what seems strange to one person may seem rational to another.	10. Let the children explore the way people might feel about moving. They should understand that it is the nomad's way of life to change his camp, and that nomad children get quite excited about the prospect of another move. Our feelings might be different because our way of life differs. Suggested question sequence: 1) How do you think Fayez felt when his father told the family they would move on the next day? 2) Why do you suppose he felt that way? 3) What other way might he have felt? 4) How do you think his father or mother felt? 5) Have you ever moved? 6) How did you feel when you moved? 7) Why do you think you feel the way you do about moving? 8) What does this tell you about people?

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Notes to the Teacher	Learning Activities
	People sell either the goods they produce or their services in order to buy the goods and services they need. The following sequence (Act. 11-16) deals with the trading activities of the desert nomad.
The chart developed in this activity will be used in Act. 12 and Act. 13. If the chalkboard is likely to be erased, put the chart on butcher paper. Recall of information Organizing information	11. Tell the children you want them to think for a couple of minutes of all the things they have noticed in stories and films that a desert nomad would sell in the market and that a desert nomad would buy in the market. Let them pair up to list items in one of the two groups. Chart these items. For example:

Desert Nomads Sell	Desert Nomads Buy
Camels Goats Sheep Camel's hair Rugs	Barley Coffee Sugar Guns and ammunition Dates Pots and pans

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MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

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Notes to the Teacher	Learning Activities
	Suggested References: *Achmed, Boy of the Negev*, (Russcol) *Around the Earth*, (Carls), pp. 214-217 *At Home Around the World*, (Goetz), pp. 128, 137 *Knowing Our Neighbors Around the Earth*, (Carls), pp. 214-217 *Sons of the Desert*, (Gidal) *Work Around the World*, (Scarry), pp. 137-147, 176
This discussion is really a skill session in building generalizations. It also provides an opportunity to let the children know exactly what thinking skills we are trying to help them develop. The discussion may well be broken into two short sessions. Each teacher will have to judge the length of time she can continue the discussion and retain the interest of her particular class. See Unit I, Act. 35, for evaluation procedures (located following Act. 36)	12. Using the chart developed in Act. 11, help the children generalize from the data. The basic question sequence would be as follows: 1) When you look at what you have written on the chart, what can you say about the things a desert nomad sells? 2) Looking at the chart, what can you say about the things a desert nomad buys? 3) How do you suppose he decides what to sell and what to buy? (Additional questions like those given in the following examples may be necessary at this point.) Eight-year-olds are likely to respond very specifically. Then, in the light of the child's previous responses and of the focusing question, the teacher will have to formulate additional questions to help the child build a more abstract generalization.

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Notes to the Teacher	Learning Activities
Here the teacher helps the child to replace a series of specifics with a more abstract term.	The following examples are from an average third grade. Opening sequence: Teacher What can you say about what a desert nomad sells? Child He sells camels, goats, and sheep. Teacher What do we call these? Child Animals. Teacher Can you tell me what you're thinking by putting all of these together? Child The desert nomad sells animals.
Some children can leap from a statement of fact to the more abstract level of an idea.	Later in the same discussion: Teacher Looking at the things a nomad buys, what can you say? Child He eats dates. Teacher Is that all he does with dates? Child He feeds the seeds to his camels. Teacher Now what idea does that give you? Child The date is very useful to the nomad.
	Additional questions depending on feedback from the students will be necessary to help students discover the idea that a seller sells things he owns that other people want in order to buy things he wants and can't or doesn't produce himself. For example: Why would the nomad be likely to buy dates and not goat's milk?

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Notes to the Teacher	Learning Activities
Use a model in a discussion	Sometimes it helps to give the children a model. For example: Suppose Mary is going to sell some of her toys so she can help buy a bike. Billy comes to her garage to see what she is selling. She has a doll, a doll bed, some marbles, and a nurse's kit. Which do you think she might sell to Billy? What makes you think so?
	13. Ask the students to look at the chart developed in Act. 11 and draw a picture of some person the nomad needs.
Save the title and labels for use in Act. 25.	14. Let the children group these pictures on the bulletin board and label them. For example: "people who buy things", and "people who make things out of metal". Ask them to give a title to the entire display.
When the Eskimo hunter dealt with the trader, money seldom changed hands, but the transaction was figured in monetary terms. Also the Eskimo usually trusted the trader to give him full value for his skins and a fair price on what he purchased.	15. Recall with the children the scene in the marketplace from the book *Sons of the Desert*, (Gidal). In order to emphasize the use of money, ask: What did Ali the spice man receive for his spices?

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Notes to the Teacher	Learning Activities
In contrast, money is the <u>medium of exchange</u> in the desert marketplace and bargaining is part of the transaction. Dramatization The purpose of this activity is to demonstrate a variety of ways trade can take place and the difficulties involved in the barter system. See Unit II, Act. 14 (Alternate), for suggested <u>evaluation</u> procedures.	Plan two dramatizations. The teacher should work with two groups of two or three children to help them. One dramatization should show an Eskimo trapper coming to the trading post, the trader judging the value of his skins, and the Eskimo purchasing items equal in value to the value of his skins. The other dramatization should show a trading scene in a desert market where bargaining takes place and money is exchanged for goods. After the class has watched both dramatizations, ask: 1) How does the trade of these desert nomads differ from that of the Eskimo? 2) Which kind of trade do you think is easier? Why? Another dramatization might be planned to show the problems of the barter system if Child A has a book to barter and Child B has a pencil to barter. For example: • Child A's book may be worth a different amount from Child B's pencil. • Child A may not want Child B's pencil so he must find someone else with something to exchange. • Carrying around the objects to barter may be more difficult than carrying around coins.

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MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: The desert people modify their behavior and their environment in order to make a living.

Notes to the Teacher	Learning Activities
Helping children become aware of cultural borrowing	16. Have the students complete in writing the sentence: I'm glad someone had the idea of money because...
	17. Let the children list ways the Bedouin market is like ours and how it is different from ours.

Man uses the resources accessible to him in order to meet his material needs. The following sequence (Act. 18-23) deals with the relation between these needs of the nomad and his environment.

Here the children are seeking comparable information to that obtained about the Central Eskimo and the Lapp herder. Intake of information	18. Let the children read and examine pictures for information about the food, water, housing, clothing, and transportation of the nomad of the hot dry lands. Suggested study questions: · What does the desert nomad use for food? · What does the desert nomad use for housing? · What does the desert nomad use for clothing? · How does the desert nomad travel from place to place? · How does the desert nomad get water? · Where does each of these things come from?

UNIT III

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: The desert people modify their behavior and their environment in order to make a living.

Notes to the Teacher	Learning Activities
Categorization of the references is merely for the teacher's convenience in checking the information the children offer and does not imply that the material should be presented in that manner.	Suggested References: *Achmed, Boy of the Negev*, (Russcol) General background *At Home Around the World*, (Goetz) Food: pp. 137-138; clothing: p. 137; water: p. 136 *Beasts of Burden*, (Simon) Transportation: pp. 53-59 *Deserts*, (Goetz) Transportation: pp. 40-43 *North Africa and the Near East*, (Clayton) General background *Our Big World*, (Barrows et al) Housing: p. 91; clothing: pp. 91-92; water: p. 93 *People Around the World*, (Donan and Hefflefinger) Housing: pp. 6-8; clothing: p. 29; water: pp. 12-13 *Regions and Social Needs*, (King) Food: pp. 58-59; housing: p. 54; clothing: pp. 58-59 *Sons of the Desert*, (Gidal) General background *The True Book of Deserts*, (Posell) Transportation: pp. 16-18

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Organizing Idea: The desert people modify their behavior and their environment in order to make a living.

Notes to the Teacher	Learning Activities
	Teacher Reference: *All About the Desert*, (Epstein) Food: pp. 70-74; 104-106; housing: 103-104 transportation: p. 104; water: p. 24
Attaining concepts. This activity differs from the Developing Concepts task in that the teacher is restricting the number of relationships to those she wishes to emphasize.	19. Write the word "desert" on the board. Ask the children to close their eyes and think of the things they have been studying about that come to mind when they see the word "desert". Let them work in pairs for a very few minutes listing the things they thought of when they saw the word. Then let each pair work with another as a group to combine their lists and to choose one person to report. Record on butcher paper the content of the lists. Ask one group to report its items; then ask other reporters to give items not yet on the list. If it seems important to recognize all contributions, the number of times an item is offered may be tallied beside it. If the list includes both "resources" and "people using resources", have the children identify which items "tell what is in the desert" and "how people use what is in the desert". Ask: 1) What differences do you see between these two groups? 2) What shall we call them?
Omit the Optional Activity if the list included both "resources" and "people using resources".	Optional Activity If the children did not list both "resources" and "people using resources", have the children choose from the list one item that the desert nomad uses and draw a picture showing how he uses it.

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Notes to the Teacher	Learning Activities
	Let the children arrange a display (or chart) of a wide sampling of these pictures. Ask them to group the pictures, to title the groups, and then to title the entire arrangement.
The purpose of this activity is to help the children develop an appreciation of the knowledge people must have in order to live in their environment.	20. Have the children work briefly in groups of four to answer the question: What must the nomad know in order to do all these things on our list (or shown on the bulletin board)? Let a reporter from each group share with the class the results of his group's thinking.
Applying Generalizations This task provides the opportunity for students to apply previously learned generalizations to a body of data to infer what might logically occur in a new situation. This process of inferring consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (See introductory material for a full statement on this task.)	21. Give the following situation to the children: What do you suppose would happen if the government helped all the farmers in oases buy tractors, and they stopped using camels to pull their plows? OR Direct the children's attention to the bulletin board from the Optional Activity, Act. 19. Ask: 1) If the farmer stopped buying camels from the nomad, which of these pictures would change? 2) What makes you think so?

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Notes to the Teacher	Learning Activities
Encourage the children to build cause and effect chains and to consider divergent possibilities. Evaluation of these activities is located following Act. 22.	The following examples are typical of third grade discussions. Child I think the nomad would stop herding and start to be a farmer. Teacher What would be the result of that? Child Well, more would live in one spot so it would be a city and they would need... Teacher What other idea does someone have about this? Child Not everyone would want to live in the city. Some might still herd goats. Child Some nomads might become farmers in an oasis.
Decentering See Unit I, Act. 21, for evaluation procedures.	22. Tell the children they are to pretend to be desert nomads and to write about it. They are to choose one of the following statements to complete: Some say I am the wisest Bedouin because... I think I am the luckiest Bedouin because... People say I am a rich Bedouin because... Have the children enter their writings in their notebooks.

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Evaluation Exercises

Learning Activity 21

Applying Generalizations

The categories listed below may be applied either to individual pupils - if each is asked to write his answer - or may be noted as they occur in class discussions, through use of a checklist. (Objectives 5 and 8)

a) Use of the intended generalization. Is this clear? e.g., "They would probably settle down." Or must it be inferred by the teacher, e.g., "Their way of life would change."?

b) Use of a different but appropriate generalization. Is this clear? e.g., "Some people would become tractor fixers."

c) Use of generalizations which are inappropriate or over-generalized. Is the usage clear? e.g., "They would all get rich," "They would become like us."

d) An answer in highly specific terms, e.g., "They'd owe money," "The camels would be happy."

e) Answers which are based on pupils' own experiences or reactions, e.g., "I'd rather have camels," "When our horse died, we got a tractor."

f) Answers which indicate inability to deal with the problem.

Suggested Uses

If this exercise is repeated frequently when pupils are asked to apply generalizations, their growth can be noted. Particular notice should be given pupils who are unable to respond at all since they are likely afraid to attempt such questions and may need encouragement. Although responses in categories d and e above should not be discouraged, one would expect children to show increasing frequency in categories a and b as the year progresses.

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MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

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Notes to the Teacher	Learning Activities
If eight-year-olds are to identify with people of a different culture, many of them need the opportunity afforded by dramatic play for physical involvement and expression. This dramatic play can continue throughout the remainder of Unit III and throughout Unit IV. The mural should be small enough to allow for the addition of one more panel in Act. 26. Evaluation procedures appropriate for the mural are located in Unit I, following Act. 11-13, and for the dramatic play in Unit II, Act. 14, located following Act. 15.	23. Provide an opportunity for the children to "live" the life of a Bedouin through dramatic play. At this point the children should have learned enough about the Bedouins of the Negev to plan what they will need for dramatic play. All the children should participate in listing and planning what should be shown in the mural, but a smaller group might carry out the plan. Committees could take responsibility for getting jobs done. Overall plans for the project might be charted as follows:

Our Plans
Plan and paint a background mural Make a four-pole tent Make a goatskin bag Make a camel Bring a tea towel and an old tie for a headdress

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Notes to the Teacher	Learning Activities
	Making the props should be kept extremely simple. Successful activities in the past have shown that a brown paper bag can be tied to look like a goatskin bag; dish towels can be sewn together by the children to be a canopy; sturdy supports for the canopy can be poles set in five gallon cans of cement. (If storage space is available, they can be used year after year). Headdresses can be made from dish towels, the boys binding theirs with old ties, the girls perhaps adding "silver" jewelry. A "camel" has been made from a sawhorse with a head of wadded and painted newspaper, a "hairy neck" of a bathmat, and a piece of canvas over the rest.

A herding group is dependent on the city and the farm in order to satisfy many of its needs. The following sequence (Act. 24-26) emphasizes the importance of water in these different environments.

If the children have not completed the mural of the desert nomad begun in Act. 23, they can make additions suggested by their new information.

24. Duplicate a chart for the children similar to the one shown below.

Farmland	Town or City

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Notes to the Teacher	Learning Activities
Evaluation As the children list items in their charts, observe whether they: • Are aware of people as part of the scene • See both old ways and new ways • Consistently add new facts rather than repeating familiar ones Organizing Information The frequency of each of the above may be recorded for each child.	Tell the children that you will read to them, giving them time to look at the pictures, and show them films. After each activity, ask: 1) What did you see? Or, 2) What did you hear about in this book? Let the children enter their observations in the appropriate columns of their charts. Suggested References: *Achmed, Boy of the Negev*, (Russcol), p. 56 *Around the Earth*, (Carls), pp. 204-211 *At Home Around the World*, (Goetz), pp. 126-135 *The Golden Book of Geography*, (Werner), p. 88 *Knowing Our Neighbors Around the Earth*, (Carls), pp. 204-211 *Yasim of Arabia*, (Jwaideh) Teacher Reference: *All About the Desert*, (Epstein), p. 24 Motion Picture: *Arabian Children* Filmstrip: *Family of Jordan*
Stress the final question in the activity, as it is important in bringing about the realization that tradition plays a role in a people's way of life.	25. Ask the children to look at their mural of the desert nomads and to compare the things in it with the things on their charts.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	Suggested question sequence: 1) What differences do you notice between the pasture land and the town or farmland? 2) How does it happen that you don't see farms or a town out on the pasture land? 3) Who uses the things that are raised on the farm or made in towns? Let the children check the title and labels they made for the bulletin board in Act. 14. Ask: 1) Do you want to change anything we said earlier? 2) Why do you suppose the nomad, the townsman, and the farmer continue to live and work as they do?
The film *Oasis* is set in North Africa, rather than in the Middle East. The readings are about North Africa and the Gobi.	Optional Activity: If you wish to show the children that people may be found with much the same life style in some other desert areas, show them the motion picture *Oasis*. Suggested References: *Our Big World*, (Barrows), pp. 91-99 *Regions and Social Needs*, (King), pp. 53-65
	26. Let the children add another small section to their mural showing an Arabian village and/or city scene.

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Notes to the Teacher	Learning Activities
	Suggested References: *At Home Around the World*, (Goetz), p. 146 *Yasin of Arabia*, (Jwaideh)
All people modify their behavior or their environment in order to meet their needs. The following sequence (Act. 27-32) emphasizes modifications in response to heat and lack of water both in the Arabian Desert and in communities of the United States.	
Intake of information	27. Recall with the children that we found the Arctic lands in a belt around the Arctic Circle. Now show the children that the major hot dry lands form two belts around the earth, north and south of the equator. Suggested References: *At Home Around the World*, (Goetz), p. 152 *Deserts*, (Goetz), pp. 4-5 Teacher Reference: *All About the Desert*, (Epstein), pp. 30-31
Emphasize the point that desert areas may continue from one country to another. Children often form the misconception that geographical features stop at political boundaries.	28. Let the children enter the major hot dry lands of the earth on their world map. Let the children locate the United States in relation to these deserts.

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Notes to the Teacher	Learning Activities
	29. Display for the children any picture that shows modification of behavior or environment in response to heat or lack of water. For example: Children in swimming Children playing under a hose People watering gardens Ask the children what problem the picture suggests and what people are doing about it.
Intake of information	30. Read a selection to the children that deals with a community in the United States dealing with heat and water shortage. Suggested References: *At Home Around the World*, (Goetz), pp. 286-287 *Golden Book of Geography, The* (Werner), pp. 70-71 *True Book of Deserts, The* (Posell), pp. 42-43
Using parents as resource people	31. Have the children ask their parents where their community's water supply comes from. Let them share this information and compare it with the description read to them in Act. 30.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	32. Let the children draw pictures for their notebooks showing the ways both Arabs and people in the local community modify their behaviors in response to heat or lack of water. For example: We hunt for shade - the Arab covers his head We air-condition a home - the nomad raises the flaps of his tent - the Arab villager builds his home with thick walls. Have the children enter their pictures in the notebooks which they began during the units about the Central Eskimo.

Change is a factor in all societies. The following sequence (Act. 33-36) deals with changes in the basic activities of some desert nomads.

Intake of information	33. Recall with the children some of the changes they said would take place if the nomad could no longer sell his camels. Ask them to listen as you read about one change that <u>is</u> taking place. Read to the children about the oil industry in the Arabian desert from *At Home Around the World*, (Goetz), pp. 145-148. Optional Reference: *Deserts*, (Goetz), pp. 58-59

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Notes to the Teacher	Learning Activities
<u>Evaluation</u> procedures described in Unit I, Act. 28 (located following that activity), are appropriate here.	34. Let the children draw pictures of changes that oil is bringing to the desert people. Let them write titles for their pictures and enter them in their notebooks.
See material following Unit I, Act. 21, for suggested <u>evaluation</u> procedures.	35. Tell the children they are to pretend to be children of desert nomads and to write about it. They are to choose one of the following statements to complete: · My name is Sarah, (or Yusef). I am a nomad on the Negev Desert. I hope these things never change... · My name is Yusef. I have always been a herder, but now we may have to stay in one place so I can go to school. This is the way I feel about it...
Attitudes, Feelings, and Values Decentering	
<u>Inferring and Generalizing</u>	36. Recall with the children the change that took place in the Eskimo way of life. Ask: How was change for the Eskimo like or different from the changes in the lives of some desert nomads?

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Notes to the Teacher	Learning Activities
The pupil-response cards should have the same response written on both sides of the cards, so the children may read it as they hold it up for the teacher to read.	Conclusion - Put the diagram shown below on the chalkboard. Tell the children that the arrows mean "have something to do with." Have each child make two pupil-response cards (preferably of different colors), one saying "With People" and the other saying "Without People". Tell the children they are to decide whether the events listed would happen without people or whether they would happen only if people were there. Then when you read the items each child is to hold up the card that says what he thinks, and you will tally their responses.

			With People	Without People
Water Trees	(have something to do with) →	An Oasis		
Heavy rainfall Hard dry earth	→	Floods		
Little rainfall Need for water	→	Wells		
Herds of camels Herds of goats	→	Items sold in the market		

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Notes to the Teacher	Learning Activities

			With People	Without People
Strong winds Sand Hot air	(have something to do with) →	Long, loose robes		
Water Good soil	→	Farming		

After the exercise has been completed ask:

What ideas do you get from what you see?

Continue questioning until the children have had an opportunity to make a number of statements about the nomad's relationship to his environment.

Direct the students' attention to their mural. Let them point out the number of items they would have to remove if there were no people in the desert.

Display the record made in the Opener of the children's ideas about deserts. Also give each student his paper written in the Opener. Ask how many have changed their minds about what they wrote or thought they knew and now could do a better job.

Inferring and Generalizing

Checking an inference

If students are asked to rewrite their papers, analysis of first and second attempts using at least some of the criteria described in Unit I, Act. 21 and 35, can be extremely valuable in evaluating growth on the part of individuals and the total class.

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Contributing Idea:

1. People tend to educate their children in a way that is appropriate to their way of life.

Content Samples:

The Bedouins:
Have separate education of boys and girls
Study of the Koran
Tell stories of Arab folklore

Contributing Idea:

2. The government of a people tends to reflect the traditions of a people .

Content Samples:

Tribal government of the Bedouin is always in the hands of men.
Tribal leaders are elected by the men of the tribe.

Contributing Idea:

3. Some of the customs of a people help to make life more secure.

Content Samples:

Hospitality provides a degree of safety on the desert.
Close kinship ties help a tribe retain its rights.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling-concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Comprehension of concepts and generalizations about Bedouins and their environment (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
	All groups of people develop customs which they find useful. In the following sequence (Opener-Act. 5) the students recall some of the customs of the Bedouin nomad and consider how these customs might have been learned.
The purpose of the Opener is to provide the students with examples that give meaning to the term "custom".	Opener Select a custom with which the children are familiar. For example: • Sending valentines on St. Valentine's Day • Letting the girls get on the school bus before the boys • Wearing costumes on Halloween • Putting candles on a birthday cake Ask the students a question appropriate to the selected occasion about what they expect to do or to happen. Tell the children we call this a "custom" - just something we are in the habit of doing. There is no law that says we must do it.
Inferring and Generalizing	Development 1. Have a group of children dramatize a scene showing a Bedouin greeting a guest and entertaining him in his tent. Bring out the great respect shown to guests. Ask: 1) Why do you suppose the Bedouin treats his guest this way? 2) How could this be important to the guest and/or to the host?

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

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Noted to the Teacher	Learning Activities
Evaluation. If each child is asked to write an answer to question 3, the number of accurate comparisons may be noted.	3) How does this welcome remind you of the way the Eskimo hunter treated guests? 4) Why do you suppose there are similarities? Suggested References: *Arabs The*, (Ellis), pp. 37-44 *Sons of the Desert*, (Gidal), pp. 21-22 Recording: *Music of South Arabia*
Inferring and Generalizing	2. Have a second group of children dramatize a scene showing the way we greet our guests. Ask: 1) How did our actors greet their guests? (For example, by saying "hello," or shaking hands) 2) What do you think the guest might do if the host refused to greet him in some way? 3) Why is this custom important? 4) Who taught you how to greet guests the way you do? 5) Who taught your mother, father, etc.? Follow this line of questioning until children can no longer name who did the teaching. Then ask: 6) Why do we have to stop here? The children may conclude that there is a point at which they do not know who did the teaching because it happened so long ago.

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Notes to the Teacher	Learning Activities
These pictures will be used in Act. 4-5 and the conclusion.	3. Ask the children to draw pictures showing other Bedouin customs they have read about or seen in films. For example: • Women live in a special part of tent. • Women wear veils. • Boys go to school. Girls do not. • Men and boys wear a script. • Men and boys entertain guests. Show the pictures to the class and ask: If you asked Fayez or Achmed how he learned about these customs, what might he say? Continue a line of questioning similar to that in Act. 2.
Decentering The second and third questions are not meant to be answered definitively but to start the children wondering. Encourage tentativeness. Evaluation of these responses is located following this activity.	4. Select a couple of the Bedouin customs shown in the pictures drawn in Act. 3, such as clothing and schools. Ask: 1) How do our customs in schooling (or clothing) differ from those of the Bedouins? 2) Why do you suppose we have such different customs? 3) What might be the result of these differences? Bring out the idea that we do not know how some customs started because we do not know enough about the people. Also, some customs are so deeply rooted in history that we can only guess about their beginnings.

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Evaluation Exercises

Learning Activity 4

Explaining (Inferring and Generalizing)

The criteria listed below may be applied either to individual pupils - if each is asked to write an explanation - or may be noted as they occur in class discussions, by use of a checklist.

1. Use of factual information. The number of facts used in an explanation may be noted. In addition, each fact may be evaluated as to accuracy and relevance. (Objectives 7 and 17)
2. Use of hypotheses. The number of hypotheses used may be noted as well as their relevance and plausability. (Objectives 7 and 8)
3. Logical coherence. The relationships between facts and/or inferences and the event to be explained may be judged as to their logical adequacy. (Objective 7)
4. Tentativeness. The extent to which pupils indicate the possibility of fallibility in explanations as opposed to dogmatism may be noted. (Objectives 7 and 16)

These criteria may be organized as follows:

		John	Mary			
Facts	Accurate	//	/			
	Inaccurate	/	/			
	Relevant	/	//			
	Irrelevant					
Inferences	Plausible	/				
	Implausible		//			
Logic	Clear					
	Unclear	/	/			
	Fallacious		/			
Tentativeness			//			

Suggested Uses

If this exercise is repeated frequently when pupils are asked to provide explanations, their growth can be noted. Remedial measures can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken, however, not to discourage pupils from attempting explanations.

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MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
Keep these pictures. They will be used again in the Conclusion.	5. Let each student write a sentence or two telling how the custom he depicted in Act. 3 is important in the life of the Bedouin. Have each child enter his writing in his notebook.

People provide a variety of ways for children to learn. In the sequence that follows (Act. 6-10) the children consider both formal and informal education.

If the children do not readily recall what the Bedouin boy studies, refer to *Sons of the Desert*, (Gidal), pp. 14-16. The purpose of Act. 6 and of Act. 7 is to help the children realize that the Bedouin father works toward a goal and that in order to achieve it he will have to cooperate with others and may have to undergo hardships or make sacrifices. Decentering	6. Ask the children to recall the kinds of schools for Bedouin boys that they have read about or seen in films. Write the children's responses to the following question on the chalkboard. Ask: What does the Bedouin father think is important for his son to learn? Ask each child to think carefully about what the Bedouin father wants for his son and then to make two separate lists - one for each of the following questions: • What does the Bedouin need in order to have a school? • What might make it hard for a Bedouin to have a school? The children may suggest that the Bedouin needs a school building, a teacher, children, a school bus, etc. They may suggest things which make it hard such as he has to move, books cost money, and no electricity.

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
Organizing information Inferring and Generalizing	7. Compile the individual lists from Act. 6 into a single list for each question on the chalkboard. Tally the number of times each item is offered so that all contributions are recognized. Discuss the cooperation needed in order to maintain the schools. Suggested question sequence: 1) When you look at what is needed and the things that might make it hard to get it, what help do you think the Bedouin needs in order to have a school? Additional questions may be needed to help the student realize that cooperation from pupils is as necessary as the cooperation of the teacher and the government. 2) How is the help the Bedouins need like or different from the help the Central Eskimo needs to provide schools? 3) How is it like or different from the help the people in our own community need to provide schools?
When you ask the students why they think parents and teachers tell children about heroes (question 4), notice whether they relate back to the Eskimo custom of telling such tales. (Unit II, Act. 4)	8. Select and read a tale about a Bedouin hero from *Ten Thousand Desert Swords*, (Davis and Ashabranner) 1) What were some of the things (name of the hero) did? 2) What kind of person would do these things?

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	List the qualities the children suggest the hero had. Ask: 3) What people have your parents or teachers told you about who were... (chart characteristics listed above)? 4) Why do you suppose parents and teachers tell children about heroes?
This activity introduces the contrast between literature that is primarily for entertainment and literature that teaches about the past.	9. Read several stories from Arabian literature. Suggested References: *Arabian Nights*, (Soifer and Shapiro, Eds.) *Legend of the Palm Tree, The*, (Duarte) *Palace in Bagdad - Seven Tales from Arabia*, (Larson) *Sultan's Fool and other North African Tales, The*, (Soifer and Shapiro, Eds.) Ask the children: How is this story different from the story from *Ten Thousand Desert Swords?* (Davis and Ashabanner)
Evaluation procedures described in Unit 1 following Act. 21 may be adapted for use here.	10. Let the children write some original "Arabian night tales." They might want to sit in the tent to tell their stories to the class.

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
Expression	Optional Activity: Provide an opportunity for those students who wish to, to select one of the activities listed below. • A child might read *Nine in a Line*, (Kirn), to the class. • Some individual students or small groups might make dioramas or cut paper panels of scenes from their favorite Arabian stories. • Small groups might prepare a puppet show or dramatization of a favorite Arabian story and present it to another class.

Groups differ in the manner in which they confer leadership on one of their members. In the following sequence (Act. 11-15) the students examine the selection and role of the sheikh.

Recall of information Inferring and Generalizing	11. Have the children recall the following information from the story *Achmed, Boy of the Negev*, (Russcol): 1) What special things is Achmed learning? 2) How does this learning prepare Achmed to become a sheikh? 3) Why is Achmed uncertain whether he will become sheikh of his tribe? 4) How is the way a sheikh is chosen like or different from the way our mayor is chosen?

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
Intake of information Evaluation: Each response may be judged on the following criteria, each of which is discussed in Unit 1, Act. 21. Variety and emphasis Abstractness Ethnocentrism Precision/Qualification If no one has listed "male" as a requisite, ask, "If Achmed had a very bright sister what would her chance be of becoming the tribe's leader?" Recall of information	12. Let the children read a teacher-made chart on the responsibilities of the Sheikh. Teacher Reference: "The Sheikh" (Appendix I) Ask the students to write a paragraph answering the question: What kind of person do you think would be chosen as sheikh? 13. List the characteristics the children suggest on the chalkboard. Discuss the question: What do you know about Achmed that makes you think he might or might not be chosen sheikh? 14. Ask the students to recall some of the situations in the life of a nomad that might cause argument. For example: · Using another tribe's wells · Grazing on another tribe's pasture · Having a camel with another tribe's script

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
Inferring and Generalizing A small sampling of groups will be sufficient, but the samples should be ones most of the children are familiar with. For example: • Committees in their own room • Civil rights groups to which parents might belong • Football team • Band	Ask: How might a clan be important if there were trouble? 15. Ask the children to name some groups they belong to or their big brothers or sisters belong to. Ask: 1) Who is the leader of the group? 2) Why do you suppose the group has a leader? 3) What does the leader need to know? 4) Whose help does he need to get the job done? 5) What happens when some people refuse to help?
Inferring and Generalizing See Unit 1, Act. 35 (last question) for Evaluation suggestions, which follow Act. 36.	Conclusion Display again the pictures drawn in Act. 3. Review the customs shown in the pictures. Ask: What can you say about these customs of the nomad and the way he lives?

UNIT IV

MAIN IDEA: TRADITION INFLUENCES THE WAYS IN WHICH A GROUP OF PEOPLE MODIFY THEIR BEHAVIOR.

Organizing Idea: The rules and customs of the desert nomad help him maintain his traditional life.

Notes to the Teacher	Learning Activities
Applying Generalizations Evaluation: See Unit III, Act. 21	Direct the attention of the students again to the customs shown in the drawings. Ask: 1) What do you think might happen to some of these customs if the nomad girls were sent to school? 2) Which customs do you think might change quickly? Which do you think might take longer? What makes you think so?

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Contributing Idea:

1. The routine of an agricultural group is quite likely to be dictated by the needs and success of its main crop.

Content Samples:

The Thai farmer of the Central Plain:
- Plants, replants, weeds, and harvests, according to the needs of his crop
- Markets his crop following the harvest
- Celebrates plowing time and harvest time by special festivals

Contributing Idea:

2. Some agricultural work calls for more people than a family can provide.

Content Samples:

Setting out seedlings, weeding, and harvesting involve:
- Women and children of the household
- Friends and neighbors

Contributing Idea:

3. The importance of a crop may be expressed in the art forms of a group.

Content Samples:

The Thai people express their feelings about rice:
- In poetry
- In their religious rituals

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Contributing Idea:

4. The product of an agricultural group allows its producers to meet many of their needs.

Content Samples:

The Thai farmer meets many of his needs:
By using part of his crop to feed his family and animals
By using part of his crop as a "money crop" to buy equipment and clothes and to satisfy the other wants of his family

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Applying generalizations (5)

f. Asking penetrating, pertinent questions (6)

g. Explaining cause-and-effect relationships (7)

h. Sensitivity to feelings and thoughts of others (9)

i. Accepting merits of ways of living found in other cultures (11)

j. Comprehension of concepts and generalizations about Thai farmers and their environment (17)

k. Obtaining information from representational materials (18)

l. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
	Rice farming in the Central Plain of Thailand dictates the work routine of the farm family. In the following sequence (Opener-Act. 12) the students consider the many tasks in rice farming and relate farming to some aspects of the farmer's life style.
Developing Concepts Save this list. It will be used in Act. 4. See Evaluation Unit 1, Opener, for suggestions Reading pictures for detailed information is an important skill to be developed.	Opener Ask the children to try to remember what they learned about farming in the second grade. List on the chalkboard the children's responses to the following question. Ask: What do you know about farming? Duplicate the list the children produce. Ask them individually to group the items as they think they should be and to label the groups. Development 1. Display a picture of a Thai rice farmer. Tell the students they will be studying farming in another part of the world. Locate Thailand on the globe and on a world map.

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
If the filmstrip *Rivers and Rice in Thailand* is used, project just one frame of a farmer and let the students study that.	Suggested References: *Springing of the Rice, The,* (Berry) *Thailand, Rice Bowl of Asia,* (Watson) *Your Towns and Cities,* (Thomas), p. 186 Filmstrip: *Rivers and Rice in Thailand* Ask the students to "read" the picture and tell you what they see. Typical responses from an average third grade are: · There's a funny-looking animal with horns. · It looks muddy. · The farmer is using a plow. · It looks like it's hot there.
Encouraging students to raise questions.	Let each child write at least one question about something he or she thinks it might be important to know about the Thai farmer. List the children's questions on a piece of butcher paper for easy reference throughout the study of the Thai rice-farming community.
While *The Springing of the Rice* portrays the life style of the Thai rice farmer, in this reading emphasize his work. Intake of information	2. Tell the children you will read them a story, *The Springing of the Rice,* (Berry). Tell them to listen carefully to: · Find out why the farmer does the things they saw in the picture, and · Find answers to the questions they have asked

UNIT V

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Notes to the Teacher	Learning Activities
See Unit III, Act. 19, for one method of consolidating lists. Intake of Information Organizing information	3. Let the children work in pairs to prepare a list of the needs of the Thai farmer, after they have seen the following motion picture: *Rice in Today's World* Ask: From what we have seen in the movie and what we have read, what do you think the rice farmer of Thailand needs in order to grow his crop? Consolidate the lists on the chalkboard. Alternate References: *Thailand, Rice Bowl of Asia*, (Watson), pp. 23-25 *Your Towns and Cities*, (Thomas), pp. 186-188
Inferring and Generalizing Evaluation: The extent to which pupils make comparisons may be noted; see Unit 1, Act. 11-13, and 21.	4. Display the list the children developed in the Opener. Ask: 1) How is farming in Tam's village different from the farming you are familiar with? 2) Why is the Thai rice farmer doing the things we saw in the picture? (Act. 1) 3) What can you say now about farming? Have the children check those questions on the list developed in Act. 1 that have been answered.

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
Intake of information The market scenes will be referred to in Act 18.	5. In order to extend the children's picture of life in the Central Plain, show either of the following motion pictures: *Boy of Southeast Asia* *Southeast Asia Family* Alternate References: *Southeast Asia*, (Poole) *Your Towns and Cities*, (Thomas), pp. 183-195
Inferring and Generalizing	6. Ask the children to think carefully for a minute about this question: From all we have read and seen, how would you say the Thai villager spends much of his time? List the children's responses to the question on the board. Then ask: What are most of these activities concerned with? Compare this usage of time with that of the Eskimo and Bedouin. Suggested question sequence: 1) How did the Eskimo hunter spend much of his time? 2) How does the Eskimo today spend much of his time? 3) How does the young Bedouin boy spend much of his time? 4) Why do these people spend so much of their time in these activities?

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
The purpose of this activity is to see whether students realize that most people spend a large portion of their time earning a living.	7. Ask the students to choose some adult they know and to think for a minute about how that person spends much of his or her working hours. Ask them to write a sentence or two explaining what the person does and why they think this person spends so much time on that activity.
The purpose of the pupil-response cards is to encourage a high level of pupil participation in the activity. The same entry should be made on each side of the card so the child will read his response as the teacher does.	8. Have each child make four pupil-response cards. The four cards should say: The Eskimo Hunter The Eskimo Today The Bedouin Herder The Thai Farmer Tell the children you are going to read them sentences about the groups they have studied so far this year. Some sentences may be true about only one group and other sentences may be true about more than one group. When you read a sentence, each child is to hold up the card or cards which he thinks relates to the sentence. Read: • This father can do much of his work in the home. • This father's work took him away from home for several days at a time. • This father's work causes the family to move often. • The women and children often help this father with his work. • This father teaches his son to do the same work when his is grown. • This father's work keeps the family in one place. • This father uses animals in his work.

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradtion and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
<u>Inferring and Generalizing</u>	Ask: How do you think the different kinds of work the fathers do makes a difference to the families? Typical responses from an average third grade: • Some families keep moving because the father is a herder. • Some families work together on jobs. • The kinds of jobs fathers do makes a difference for the whole family.
The children may want to plan how they will show in their pantomime the great joy of the harvest season expressed in the last stanza of the poem. <u>Attitudes, Feelings, and Values</u>	9. Ask the children to listen to find out how many different people helped with the rice as you read the following poem: "Who Grew the Rice?", *Thailand, Rice Bowl of Asia*, (Watson), pp. 33-39 Have members of the class take the parts of the various rice workers, such as buffalo, women, men, children, and ducks, and pantomime each activity as the poem is read a second time.
Recall of information <u>Inferring and Generalizing</u>	10. Have the children recall how Tam helped his father from *The Springing of the Rice*, (Berry). Ask: 1) Why was Tam not able to plant rice seeds as well as his father? 2) What does this tell us about rice work?

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
Decentering	11. Duplicate the following unfinished sentence and let each child complete it. If I asked Tam to tell me the most important thing his father knows, I think he would say...because...
Save the list of items for the panel. It will be used in Act. 16. Pupil planning	12. Have the class plan a scene that will show a farming village in the Central Plain of Thailand. Ask: 1) What time of the year shall we show on our panel? 2) What shall we put in our panel to show village life at this time of year?
See evaluation material for Unit 1, Act. 11-13, located following Act. 13.	List the items suggested by the class. Let small groups develop the panel. For further directions see Unit I, Act. 12.

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
	The importance of crops is often expressed in the art forms of a people. In the following sequence (Act. 13-17) the children examine the relationship of rice to some of the rituals and poetry of the Thai people.
During the question sequence (particularly near question 3) listen to the feedback from the students. Depending on it, you may have to ask additional questions to get at the feelings children have about tasks. For example: • Some seem grown-up • Some seem like girls' work Attitudes, Feelings, and Values	13. Read the following episode to the children. Ask them to be thinking how Jim feels as different things happen. Jim never could run so fast nor throw a ball so far as his brother Bob, but he kept trying. Sometimes Bob helped Jim, but then sometimes he told Jim to stay home until he grew up. Jim liked to follow Bob as he passed out papers on his paper route and it was lucky he did. Bob had an accident on his bike and broke his leg. Bob said, "Jim knows where to leave the papers. Let's let him try the route." Jim tried to look serious and stood up as tall as he could when Bob said this. Suggested question sequence: 1) What happened in this story? 2) How do you suppose Jim felt when he heard Bob say, "Jim knows where to leave the papers"? 3) Why do you suppose he felt the way he did? 4) Has anything like this ever happened to you? 5) How did you feel? 6) Why do you suppose you felt this way? 7) Why do you feel this way about some jobs and feel different about others?

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
If the children do not readily recall Tam's feelings, reread *The Springing of the Rice*, pp. 57-59. Attitudes, Feelings, and Values	14. Recall the story of Tam from *The Springing of the Rice*, (Berry). Ask: 1) How did Tam feel about taking part in the rice work? 2) What are some of the things he did to show his feelings? 3) Why do you think he felt the way he did?
Inferring and Generalizing	15. Let the children talk with a partner for a minute or so to recall at least one time when Tam did one of the following: · Made an offering at the god house · Took part in a festival List the children's responses on the chalkboard. Ask: 1) Which of these (offerings or festivals) had something to do with rice? 2) What did the people hope to get by these offerings? 3) What does that tell you about what these Thai people think about rice? Additional References: *Let's Visit Thailand*, (Caldwell), p. 78 *Our Neighbors in Thailand*, (Caldwell), pp. 32-33 *Thailand, Rice Bowl of Asia*, (Watson), pp. 39,63

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
Checking the information in the mural	16. Display the list of items from Act. 12 that the children plan to put in their mural. If it has already been completed, draw their attention to it. Ask: Have we discovered something more about the Thai people that we should add to our mural?
Inferring and Generalizing about feelings Attitudes, Feelings, and Values	17. Read the following poem written by an unknown Thai poet to the children: The first shimmering radiant rays of dawn touch the horizon; A family faintly hears the cawing of the crows echoing in the air - The rice in the fields stands in curving lines; When the breeze fans the rice it waves and sways back and forth- Off in the far distance one can see rows of mountains - A farmer in a poor bamboo hat levels the ground around the plowed dikes. So that he will reap a successful and beautiful harvest. Discuss the feelings about rice conveyed in the poem. Suggested question sequence: 1) What is happening in this poem? 2) How do you think this poet feels about the rice plant? 3) What makes you think so? 4) What picture did you have in your mind as I read the poem? 5) Why do you suppose a person who lives in Thailand might have these feelings about rice?

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
	People sell either the goods or services they produce in order to buy the goods and services they need. The following sequence (Act. 18-22) deals with the trading activities of the Thai rice farmer.
This activity emphasizes the importance of trade in meeting many human needs and wants. If the film *Food for Southeast Asia* is not available and the alternate references are used, have the children recall from Act. 5 the market they saw either in the motion picture *Boy of Southeast Asia* or in *Southeast Asia Family*. Intake of information Inferring and Generalizing	18. In order for the students to understand how the rice farmer meets many of his needs, show the following motion picture: *Food for Southeast Asia* Suggested question sequence: 1) What did the fisherman, the rice farmer, and the vegetable farmer do with their goods? You may have to ask additional questions as to whether the farmer sold all his crop or as to what part he sold in order to help the students realize that some of the crop is used by the family. 2) What kinds of things did the farmers and fishermen buy at the market place? 3) How did they pay for their purchase? 4) Why do you suppose rice farmers of the Central Plain call rice their "money crop"? Alternate References: *Floating Garden*, (Floethe) *Thailand, Rice Bowl of Asia*, (Watson), pp. 40-46, 88-94 *Your Towns and Cities*, (Thomas), pp. 201-204

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
Intake of information	19. Show the filmstrip *Rivers and Rice in Thailand.* OR Develop a teacher-made chart that provides information on what happens to the rice from the time of harvest until it is exported. Suggested References: *"Rice from Village to the World"*, (Appendix I) *Your Town and Cities*, (Tiegs), p. 201 Have the children read the chart.
Building a flowchart	20. Ask each child to draw a picture that shows something that happens to the rice from the time it is harvested until it is put into the hold of a large ocean-going ship. Let the children arrange the pictures in the order of the events. (There will probably be several pictures of each step.) Let a committee select one picture for each step and arrange them in a kind of flowchart or on the bulletin board. Ask: What do you think would be a good title for our chart (or bulletin board)?

UNIT V

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Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
	Typical responses from an average third grade have been: • The Rice Farmer • Selling Rice • Getting Rice Ready for Market
Evaluation by students	Help the children select a title by asking questions such as: • Which title tells the most about what is happening? • What makes you think so?
Inferring and Generalizing	21. Direct the children's attention to the chart. Ask: 1) Which of these steps could a farmer do all alone? 2) For which steps does he need other people? 3) What does this tell you about trade? 4) What things do his village and the city have that help with trade? 5) How does it happen that the rice is not eaten by the people of another village? 6) What does this tell you about the rice farmer and the city?
	22. Duplicate the following incomplete sentence and let the children write an ending to it: I think the Thai rice farmer works hard to raise a good rice crop because...

UNIT V

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Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
	Man constantly attempts to modify his environment, but he also modifies his environment in order to exist in it. The following sequence (Act. 23-30) deals with the interaction between the Thai rice farmer and the environment of the Central Plain.
Save these pictures. They will be used in Act. 27. Evaluation: Note whether each child includes the major features, such as: Flat lands Rice paddies Clumps of trees Canals	23. Have each child draw a picture (in a size suitable for his notebook) that shows what he thinks the Central Plain of Thailand is like. Allow time for the children to talk about their pictures and tell why they drew what they did. In order to provide wider participation in a shorter period of time, this activity might be carried on in groups of three or four.
	24. List the responses to the following question on the board: From what you have heard or seen, what do you think it feels like to live in the Central Plain of Thailand?
Inferring and Generalizing	25. Display a world map and have the children locate the Central Plain of Thailand and the lands of the Central Eskimo and the Bedouin. Ask: 1) How would you describe the weather in the land of the Central Eskimo? In the land of the Bedouin?

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
	2) How is the weather like or different from the weather in the Central Plain of Thailand? 3) What idea do you get about weather as one moves to different parts of the earth? Typical responses from an average third grade class have been: • I wouldn't like to live where it's so cold. • In some places it's hot and in some places it's cold. • It seems the closer you get to the equator, the hotter it gets.
Stress that the class has studied only one type of tropical land - the low, flat land so that the students should not over-generalize about all land around the equator.	26. Review the Arctic Circle with the children and recall how they located deserts on either side of another imaginary line - the equator (Unit III, Act. 27). Ask the students what they think the weather might be like in other <u>low</u>, <u>flat lands</u> around the equator. At this point it might be helpful to demonstrate with a globe and flashlight how the tropics receive the more direct beams of the sun while the other areas receive slanting beams.
In the question sequence you may want to make the point that additional study helps us to gain new information or to correct misinformation.	27. For a check on the children's image of the Central Plain, show the first thirty-one frames of the following filmstrip: *Living and Working in Southeast Asia*

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
	Alternate Reference: *Thailand, Rice Bowl of Asia*, (Watson), pp. 22-25 *Your Towns and Cities*, (Thomas), pp. 182-185
Helping children to verify information or to correct misinformation	Have the children check the pictures they drew in Act. 23. Ask: 1) What changes do you think you should make in your pictures? 2) Is the change adding new information or correcting something that you now think is wrong? Have the children enter their pictures in their notebooks.
Map skills	28. Have a child enter the Central Plain of Thailand on their world map begun in Unit I, Act. 40.
Using symbols	29. Direct the children's attention to the areas they have studied. Ask: What symbol could we use to show how the Thai farmer uses his land? Have a child make the symbol the children agree upon and place it on the map.

UNIT V

MAIN IDEA: THE BASIC ECONOMY OF A SOCIETY HAS A MAJOR INFLUENCE ON THE LIFE STYLE OF ITS PEOPLE.

Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
<u>Developing Concepts</u> Additional questions will undoubtedly be needed to get a variety of activities. For example: • Could someone think of something quite different? • Do some people take care of this problem a different way? The final question of this activity calls for <u>Inferring and Generalizing</u>.	30. List the responses to the following question on the board: What kinds of things do you think the Thai people of the Central Plain do to help them live more comfortably or to help get a job done? Encourage a variety of responses. For example: • Some men don't wear shirts. • People often go barefoot. • People build their houses on stilts. • The people wear straw hats. • They go to the fields early in the morning. • They build canals to travel on. • They sometimes have open houses. • They bathe in the klongs. • Some sleep under mosquito netting. • They use animals that can stand the heat. When an adequate list has been formed, ask the students to group the items and then to label them. After the groups have been labeled ask: What can you say about the Thai farmer and the Central Plain?
<u>Evaluation</u>: See that following Unit I, Opener.	

UNIT V

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Organizing Idea: The tradition and daily activities of the Thai farmer reflect the importance of rice in his society.

Notes to the Teacher	Learning Activities
Inferring and Generalizing Applying Generalizations The final question in this activity calls for an application of a previously learned generalization. Help the students to see that probably not all the farmers would make the same choice. The evaluation procedure suggested for Unit III, Act. 21 (located following Act. 22),is appropriate here.	Conclusion - Write the word "Rice" on the board. Ask: When we see that word what use do we think of? What uses do you think the Thai farmer and his family think of? When students have responded with a wide variety, for example, food, food for animals, gifts to the temple, weaving, money crop, ask: What idea do you get about the Thai farmer and rice? Suppose the Thai farmer had a poor crop one year, which of these uses do you think he would do without? What makes you think so?

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Contributing Idea: 1. Man tends to retain those customs and traditions that support his way of life.

Content Samples:

The Thai villager is greatly concerned with:
- Gaining merit
- Raising, harvesting, and selling rice

Contributing Idea: 2. Innovation may have widespread effect on a way of life.

Content Samples:

The life of the Thai villager has been greatly affected by:
- The change from subsistence farming to commercial farming
- The introduction of government-supported universal education

Contributing Idea: 3. Change may result in need for opportunities outside the local community.

Content Samples:

The city of Bangkok provides the villager with:
- A variety of job opportunities
- Excitement

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Sensitivity to feelings and thoughts of others (9)

f. Accepting merits of ways of living found in other cultures (11)

g. Comprehension of concepts and generalizations about Thai farmers and their environment (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities

The Thai villager is constantly concerned with gaining merit, and with performing good deeds for others so that they in turn do him favors. The following sequence (Opener-Act. 6) deals with these traditional ways that are still very evident in the villages of Thailand.

Keep the list of reasons the children give for the behavior of others. It will be used in Act. 6.

Developing Concepts

Evaluation See Unit I, Opener, for suggested procedure. Since in this activity the items (i.e., "reasons") are by nature at a rather abstract level - as compared to "things" - the following categories may be more useful than those in Unit I.

1) The most abstract labels. That is, those that refer to a quality or condition without tangible elements, e.g. "to help", "They'd been taught."

2) Abstract but vague labels, e.g., "being nice", "They wanted to."

3) More concrete labels. That is, those that refer to a property more amenable to direct sensory experience, e.g., "to get money", "They were told to."

4) Irrelevant or inappropriate labels. This will constitute the balance of the labels.

Opener

Ask the students to think for a moment about the following question:

What is one of the nicest things anyone has ever done for you?

Have the students draw pictures to show their answers to the above question.

Duplicate and let the students complete the following statement:

I think. . . did this for me because. . .

Let the children meet in groups of four to share the contents of their pictures and the reasons they think someone had for "doing something nice".

List on butcher paper the reasons children gave for the behavior of others. Ask:

Are there some of these reasons you think could be put together?

What shall we name these groups?

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
Intake of information	Development 1. Read "The Spirits of the Klongs", from *Thailand, Rice Bowl of Asia*, (Watson), pp. 95-108. Ask the children to listen carefully to find out: · What good deeds Lallana did on her trip to market and for whom · What troubles she had · What good deeds others did for Lallana and who did them
<u>Inferring and Generalizing</u> is called for from question 4 through the end of the sequence.	2. Discuss the philosophy of the Thai that one does a good deed in the hope that one will be done in return. Suggested question sequence: 1) What happened in the story? 2) Why do you suppose the people did the good deeds for Lallana? 3) Why do you suppose Lallana might have done her good deeds? 4) What did the woman mean when she said, "One good deed sown, another reaped"? Typical responses from average third-graders: · Lallana was good to people. · If you do a good deed, someone will do a good deed for you.

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	A response from an above-average third-grader: It's like planting seed. You hope you will get a harvest, and when you do something nice you hope someone will do something nice for you. Ask: 5) Have you ever heard anyone say, "One good turn deserves another"? 6) How is our saying like the Thai saying? 7) How do you suppose people learn these sayings?
The purpose of question 7 is to help the children recall that much of our learning comes from parents and peers.	
	3. Recall the episode in which Tam freed the turtle in *The Springing of the Rice*, (Berry). Ask: 1) Why did Tam free the turtle? 2) What other things did he do that showed he was trying to be a good Buddhist? 3) Where do you think he learned to offer thanks, and to make a *wai* to the image of Buddha?
Intake of information	4. Read some information about Buddha and the Buddhist religion to the students.

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	Ask them to listen carefully to find out: • Who Buddha was • What Buddha taught • What the Thai people do to gain merit Suggested References: *Our Neighbors in Thailand*, (Caldwell), pp. 10-14 *Thailand, Rice Bowl of Asia*, (Watson), pp. 55-58
The story *Orange-Robed Boy* is too long to be read to most third-grade children, and it is laid in Burma, where some practices differ from those in Thailand. For example, the Thai men are not usually ordained until they are twenty years old. However, the book is well illustrated and contains excellent background on the Buddhist religion for the teacher.	5. Show the illustrations from *Orange-Robed Boy*, (Garlan), as you tell the story of the ordination of a young Buddhist monk. Let the children work in pairs to list as many things as they can recall that someone did to gain merit. Consolidate the lists on the board, tallying those items that are mentioned more than once. Let each child illustrate "Gaining Merit" and enter it in his notebook.
The third question in this sequence is meant to re-emphasize that we know more about ourselves than we do about other people.	6. Direct the students' attention to the list of reasons for doing good deeds developed in the Opener. Ask: 1) How are a Thai child's reasons for doing good deeds like those or different from those on our list?

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
Inferring and Generalizing Evaluation See Unit IV, Act., 4 for suggestions following that activity.	2) If we asked a Thai child why someone had done a good deed, what do you think he or she would say? 3) Why do you suppose we have a longer list of reasons for ourselves than we have for the Thai?

Many aspects of Thai life have changed. In the following sequence (Act. 7-15) the students will consider two such aspects, the change from Buddhist religious education to secular education, and the change from subsistence rice farming to commercial rice farming.

The Thai adult often addresses the young by a pet name. The people of the villages are tremendously interested in their king and queen.	7. Read the following episode to the children: "Come Little Bird, and read about the king's birthday," said Grandmother to her granddaughter, Chub. Each year at this time Father brought home a newspaper when he made a trip to Bangkok to market. And each year Chub proudly read from the newspaper the poems school children had written to the king and all about the lights and the festivities that made the king's birthday such an exciting time.
Intake of information	Have the students read a teacher-made chart to find out how it happened that Grandmother probably could not read and Chub could. Teacher References: "Thai Education, Old and New,"(Appendix) *Thailand, Rice Bowl of Asia*, (Watson), pp. 47-52 OR

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATION WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	The information about the older schools run by the monks could be tape-recorded on one tape and that about the secular government-run schools on another. Two small groups of children could each listen to one tape and then both could tell about the two types of schools. OR Read aloud the selection from *Thailand, Rice Bowl of Asia*, which is about modern schools. Tape-record the material from the Appendix on the schools taught by monks, and let two students listen and report to the class.
Organizing information Leave space on the chart to make entries in Act. 13 about farming.	8. Begin a chart on butcher paper and enter the students' responses about change. For example:

	Old Ways	New Ways
Schools	Monks taught School was on wat grounds Students learned to read and do arithmetic Students studied life and laws of Buddaha The girls went to school Few boys went to school	People who are not monks teach Schools are not usually on wat grounds Students learn to read and do arithmetic Students study geography, science, art and crafts Everyone between 8 and 15 must go to school
Farming		

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
In this activity, for the first time, students are given situations and are asked to look for some possible explanatory relationships between those situations and the facts they have gathered. This technique will be used again in Unit VIII. Eliciting questions should be worded so as to avoid implying that any one fact is the cause of a situation. The educational role of government was introduced in Grade Two. Here the question is raised to emphasize those activities which require community effort.	9. Direct the children's attention to the chart. Ask whether they see something on the chart that might help to explain why: · Young Thai girls are more likely to read than their grandmothers are. · Young Thai boys may not know the Buddhist monks as well as the older men did when they were boys. · Many young Thais know how to teach and to work in offices. · The old people know more about the laws of Buddha than the young people do. Ask: 1) In which kind of education, old or new, would the people need more help from the government? 2) What makes you think so?
Children's responses to the questionnaire will vary depending largely on what their parents emphasize. Attitudes, Feelings, and Values	10. Duplicate and distribute the following questionnaire. Let each child mark what he thinks are the two best reasons Father and Mother want Billy to learn. Every day Billy Brown works hard in school. When he comes home his mother asks, "What did you learn today?" When his father comes home, he asks, "What did you learn today?"

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
Survey of opinion	Father and Mother want Billy to learn a lot in school because: _____ When he grows up he can have a better job than his father has. _____ It is exciting to know many things. _____ He can get a good job when he grows up. _____ He will know so much that no one will be able to cheat him.
Organizing information	Tally on the chalkboard the reasons the children think Mr. and Mrs. Brown want Billy to learn.
Inferring and Generalizing	11. Tell the children to listen carefully while you read a story. Tell them to try to find out whether Lek's father has the same reason for Lek's learning as most of them thought Mr. Brown had for Billy's learning. Lek lives in a rice village in Thailand. He goes to the village school. His father is saving money so Lek can go to the city to go to high school. Lek's father says, "Study hard so you will not have to work so hard. Get a good job in an office and you will not have to wait until the harvest to have some money."
Attitudes, Feelings, and Values	Have the children compare the Thai father's reasons with the reason they chose for Mr. Brown.

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	Ask: 1) Why is Lek told to study hard? 2) How are these reasons like or different from those you chose for Mr. Brown?
Intake of information	12. Have the children read a teacher-made chart to find out about changes in farming practices. Teacher Reference: "Thai Farming, Old and New," (Appendix I) OR If the class can retain information they receive by ear, read the information in the Appendix to them.
Organizing information	13. Let the students suggest what information about farming should be entered on the chart about "Old Ways" and "New Ways" begun in Act. 8.

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many menaingful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities

For example:

	Old Ways	New Ways
Farming	Scattered seed Used the water buffalo Windmills turned the wheels to lift irrigation water to the fields Rice crops were small - just enough rice for the family	Transplant seedlings Motors work the pumps to lift irrigation water Use the water buffalo Raise more rice than the family can eat Sell extra rice for money Rice is taken to ships by train, truck and bus Puts fertilizer on his fields

Encourage the children to look for more than one factor that might help to explain the statements they are given.

The purpose of the last question in the activity is to emphasize the activities which require the family to cooperate with those outside it.

14. Direct the children's attention to the chart. Ask whether they see something on the chart that might help to explain the following situations:

- New roads have had to be built.
- Village people are hired to work on the farms.
- The farmer spends money for fertilizer.
- Farm people go to town more often now.
- Some farmers have money to hire workers and to buy kerosene motors for their pumps.

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	Tell the students to look for something that is the same in both the old and the new ways. Then ask: How do you explain why that is still used? Ask the children to look for the kinds of work that the farm family could not do alone. For which activities would it need community help?
Decentering	15. Tell the children they are to pretend to be a Thai rice farmer and to write about it. Remind them they are to try to think the way a Thai farmer would think.
Attitudes, Feelings, and Values	Duplicate copies of the following unfinished statement and ask them to complete it. My name is Harsa. I am a rice farmer in Thailand. The rains have been good for my rice seedlings. It is now time to plow another field and to transplant the seedlings. When I look at my fields I think...
Evaluation See Unit I, Act. 21--comments following that activity.	Have the students enter their stories in their notebooks.

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	The Thai people think of Bangkok as a place of excitement and opportunity. The following sequence (Act. 16-22) deals with Bangkok as a place containing a variety of jobs and many interesting sights and events.
Intake of information	16. Recall from Act. 11 that Lek's father wanted him to get a job that was easier than farming. Tell the children they are going to find out about the city. Ask them to watch carefully to see how many different kinds of jobs there might be for Lek in Bangkok. Show the filmstrip: *Life in Thailand*.
Organizing information Developing Concepts	17. Let the students work in pairs to list the kinds of jobs they saw being done in Bangkok. You may have to ask additional questions to help the students translate what they saw into job opportunities. For instance, if they only consider that the pedicab provides transportation, you may have to ask why the man is operating it.

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	Compile a single list of jobs on the board and ask: 1) Which of these do you think might be put together? 2) What shall we call these groups?
Evaluation See suggestions following Unit I, Act. 28.	18. Ask for volunteers to illustrate a number of these groups and arrange them on the bulletin board. Let the class decide what the title of the entire display should be.
Intake of information	19. Read some descriptions of Bangkok to the students. Ask them to listen to learn: • What reasons besides jobs the villager might have for going to Bangkok? • What things seemed modern and what things seemed to be retained from long ago? Suggested References: *Noy Lives in Thailand*, (Riwkan-Brick) *Our Neighbors in Thailand*, (Caldwell), pp. 16-20 *Thailand, Rice Bowl of Asia*, (Watson), pp. 58-63 *Your Towns and Cities*, (Thomas), pp. 201-204

UNIT VI

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
Inferring and Generalizing Attitudes, Feelings, and Values	20. Discuss the information from the filmstrip (Act. 16) and readings to establish the relationship between the village and Bangkok. Suggested question sequence: 1) What things happened in the city of Bangkok? 2) Why might a villager be interested in what is going on in Bangkok? 3) Which of the things you saw or heard about seem very old? Which are very modern? 4) Why do you suppose the people of Bangkok want some of the old ways and some of the new? 5) How did Noy feel about going home? 6) What can you say about Bangkok?
Evaluation See Unit I, Act. 35. Note particularly those students whose statements express interdependence between Bangkok and villager, e.g., "How they help each other." Suggestions are located following Act. 36.	21. Let each child draw one picture that illustrates something Bangkok provides for the villager and one picture that illustrates something the village provides for the people of Bangkok. Have them write a statement about their illustrations. Let the children meet in groups of four and share their illustrations and statements. Then have them enter them in their notebooks.
Checking students' questions	22. Have the children check the list of questions they developed in Unit V, Act. 1. Have all their questions been answered?

MAIN IDEA: TRADITION AND INNOVATION INTERACT TO DETERMINE THE MODIFICATIONS WHICH WILL OCCUR IN A PEOPLE'S WAY OF LIFE.

Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	Conclusion
Inferring and Generalizing	Let the children look through the additions to their notebooks from this unit to review "Gaining Merit" (Act. 5), the feelings of the farmer about farming (Act. 15), and the relationship of the village to Bangkok (Act. 20). Direct the attention of the class to the chart developed in Act. 8 and Act. 13 and to the bulletin board (Act. 18). Discuss the traditional ways held by the Thai villager and also his awareness of modern ways. Suggested question sequence: 1) When you look at the material we have written and drawn, what differences do you notice in Thailand? 2) Why do you suppose people change some things and not others? 3) How do you think people feel about change? 4) When you think of all the Thai people you have read about or seen in movies, which ones do you think may not want to change? What makes you think so? 5) Which ones do you think are most likely to want change? What makes you think so? 6) What can you say in one or two sentences telling the ideas you have about change in Thailand?
Ouestion 6 may be evaluated using the procedure suggested in Unit I, Act. 35 and located following Act. 36.	

UNIT VI

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Organizing Idea: The Thai villager retains many meaningful beliefs and customs that are a part of his traditional way of life, yet he is aware of modern developments.

Notes to the Teacher	Learning Activities
	Typical responses to question 6) have been: · Bangkok has an airport. · The farmers have roads and buses and trains. · It seems Thailand has modern transportation but many old beliefs. · Some old people will change, but they'll grouch. · Some people - like the old people - won't want to change. They get up-tight. But young people are more adventurous. Many of them will want to change. · It seems in some ways they are like us - they want to keep some things they like, but they want new ways of doing things.

UNIT VII

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Contributing Idea:

1. Environment is influenced by many factors.

Content Samples:

Location
Ocean currents
Prevailing wind
Soil

Contributing Idea:

2. The way in which man deals with his environment is related to the culture in which he functions.

Content Samples:

Modern ideas
Communication
Cooperation
Markets

Contributing Idea:

3. People of the same culture in different environments may make different modifications to them.

Content Samples:

Modifications of the behavior of the people of an island community off the west coast of Norway
Modifications of the behavior of the people of a fiord community

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Sensitivity to feelings and thoughts of others (9)

g. Accepting merits of ways of living found in other cultures (11)

h. Comprehension of concepts and generalizations about the fishermen-farmers of the west coast of Norway and their environment (17)

i. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT VII

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Notes to the Teacher	Learning Activities

Man uses his environment to meet his needs. Many factors influence the way in which he uses his environment. The following sequence (Opener-Act. 10) helps the student to consider the problem of identifying what that environment really is.

Opener

Save the transparency of Norway and the Arctic Circle for use in Act. 3.

Save the list of ideas about Jarle's life and the children's reasons for them. It will be referred to in Act. 8.

Map skills

Have the children locate the Arctic Circle on the map of the world they have been making during the year. Tell them they will be studying about some people who live in a country that the Arctic Circle crosses.

Have a couple of students enter Norway on the world map.

Project a map of Norway showing Runde Island (sometimes called Rundoy) and the Arctic Circle from an overhead projector.

Teacher Reference: *My Village in Norway*, (Gidal), Endpaper map

Give the children the following information:

> Jarle lives on the island of Runde with his mother, father, two sisters, and little brother. There are two hundred people on the island. The land is mountainous and rocky. The wind often blows in from the ocean quite hard.

Ask:

1) What do you think life might be like for Jarle and his family?
2) What makes you think so?

<u>Evaluation:</u> Each pupil can be asked to answer in writing. Note incidence of:

1) Use of ideas from other Arctic peoples
2) Mention of dimensions studied, e.g., food supply
3) Tentativeness

UNIT VII

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Notes to the Teacher	Learning Activities
Many episodes in *My Village in Norway* may be told rather than read to the class in order to maintain the interest of the children and to save time. Each teacher will have to judge the best way to break up Act. 1 for her class. Keep the list of study questions. It will be used again repeatedly throughout the unit. The information recorded on the chart will be used as the basis for a mural in this unit and as the basis for discussion in Unit VIII. Intake of information	Let the children meet for a few minutes in groups of two or three to talk over what they think might be true of Jarle's life and how they happen to think so. Have each group select one person to report his group's thinking. List the ideas and reasons of the groups on butcher paper. Development 1. Read *My Village in Norway*, (Gidal), to portray for the class the life of the people of Runde Island off the west coast of Norway. Tell the students to listen carefully for information that would answer the study questions. Post these study questions during the reading and telling of the story. · What is the land like? · What kind of work is done? · Who does the work? · At what time of year is that work done? · What tools and equipment do people use? · Who buys the goods or services that are produced? As the reading progresses, stop regularly to have the children record information they have accumulated that helps to answer the study questions. The teacher should consider the ability of her students in determining the amount of information to be charted.

UNIT VII

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Notes to the Teacher	Learning Activities
Organizing information	**The information charted below might be extended or reduced:**

Runde Island	Work	Tools and Equipment
Mountains Few trees Rocky Much rain Foggy Fish in water around the island	Uncle Jakob - fishing, haying Jarle's father - repairs lighthouses Birger - fishing, drying fish Uncle Johan - fishing, haying, caring for animals	Boats Scythe Radar Motors Nets

OR

The children might suggest a variety of ways other than listing that they can use to help them remember what they hear from day to day. For example:

- Draw pictures for their notebooks
- Write and illustrate a sentence or two each day
- List information on chalkboard and then duplicate it
- Divide the class and have each group concentrate on information relating to one question. Then each group should share their information with the class.

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	2. When the book is completed, refer to the accumulated information. Suggested question sequence: 1) Looking at our notes, what jobs would you say are done by many people in Jarle's village? Read from *My Village in Norway*, (Gidal), the paragraph beginning, "Everything has its time..." and ending, "...grassland go unused" on p. 53. 2) What did Uncle Jakob mean when he said, "Everything has its time..."? 3) Why would Uncle Jakob not farm all the year around? Additional questions may be needed to help the students bring out factors such as: Rocky soil Not enough level land Few months of warm weather 4) What could you say about seasons and the work that is done by the people who live on Runde Island?
The film *Arctic Fishermen in World Trade* provides especially good information about up-to-date fishing equipment and the importance of Norway's fishing industry in world trade.	3. Recall with the children that Uncle Jakob fished for cod in the Lofoten Islands. Teacher Reference: *My Village in Norway*, (Gidal), pp. 52-53

UNIT VII

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: *Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.*

Notes to the Teacher	Learning Activities
Intake of information	Enter the Lofoten Islands on the transparency used in the Opener. Project it and tell the children they will be seeing a film about cod fishing in the Lofotens. Display the list of study questions used in Act. 1. Tell the students to watch for more information to answer them as they view the moving picture: *Arctic Fishermen in World Trade* Alternate References: *Communities and Social Needs*, (King), p. 149 *Life in Europe: Norway*, (Malmstrom), pp. 62-69 *Living in Places Near and Far*, (Jarolimek), p. 57 *Regions and Social Needs*, (King), pp. 102-103 *Your Neighborhood and the World*, (Thomas), pp. 155-157
Organizing information	4. Have the students enter their new information in the record which they began keeping in Act. 1.
Additional research may be needed to find out whether specific items were introduced by man.	5. Direct the children's attention to their notes and tell them to think carefully about the question: How would Runde Island and the waters around it look if no man had ever gone there?

UNIT VII

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Notes to the Teacher	Learning Activities
Using symbols	Let the children decide on a symbol for "not brought by man" and use it to mark the appropriate items on either the class list or their individual notes. OR If you wish to evaluate how the children perceive things not brought by man, let them work individually. Duplicate either the class list or one you have compiled and let each one work from his notes to mark with the selected symbol the items not brought by man.
Experience indicates that as in Unit I, Act. 12, it is a good idea to have the children make drawings which can be cut out and pinned on the background. The teacher should draw the shoreline of mainland Norway in the background. She should <u>not</u> depict Runde Island. <u>Evaluation</u>: See Unit I, Act. 13. Also note depiction of information judged important, e.g., 1) Water all around Runde 2) Difference in trees planted by Runde and indigenous plants 3) Very little level land between the mountains and the sea.	6. Begin a mural on which the children can organize information as they continue to learn about Runde Island and its relationship to the mainland. Successful experience in the past would suggest the following: Plan with the children to execute the mural. Classes will differ in their ability to work productively in groups. Age, experience, and the job to be done are all factors to be considered in deciding on the size of groups. Runde Island should be a cut-out made by the students and large enough to allow the children to add many places to it later. The task at this point is only to depict those features that have not been introduced by man.

MAIN IDEA: INTERACTION BETWEEN A PEOPLE AND THEIR PHYSICAL ENVIRONMENT INFLUENCES THE WAY IN WHICH THEY MEET THEIR NEEDS.

Organizing Idea: Many people of the west coast of Norway engage in a fishing-farming economy in order to meet their needs.

Notes to the Teacher	Learning Activities
	Other items the children plan to include should also be painted, cut out, and pinned to the background so that they can be moved as the children evaluate their work.
Depending on the feedback you are receiving from the students in response to question 7), you will have to formulate additional questions to help them use the information they have accumulated to develop particular dimensions of community life. At the conclusion of this activity the mural should include those items the community needs. For example: Ways of making a living Transportation Housing Communication with the mainland A school Evaluation by students Inferring and Generalizing	7. Have the children examine their mural. Suggested question sequence: 1) What do you see on the mural that the people of Runde use to make a living? 2) What things do they have a great deal of? 3) What things do they have very little of? 4) How could a person looking at our mural know the people of Runde have a great deal of fish and very little level land? Ask the students to close their eyes and think for a moment of someone who lives on Runde using something from nature to make a living. After a moment ask: 5) What from nature was the person using? 6) What tools or equipment was he using? 7) What other things did he need if he and his family want to live on Runde Island? List the children's responses on the board and let them decide what they should add to the mural. Ask for vounteers to make the additional cut-outs.

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Notes to the Teacher	Learning Activities
The purpose of this activity is to help the children realize that additional information may sometimes cause them to change their minds.	8. Display the list of ideas about Jarle's life on Runde Island which the children developed in the Opener. Ask each child to examine the list to see whether he can find one idea about which he has changed his mind. Duplicate the following statements and let each child who indicates he has changed his mind about Jarle's life complete them. I used to think... I have found out... Let the children share their writings in groups of three or four and then enter them in their notebooks. Have the class look at the reasons they gave in the Opener for their thinking. Ask: 1) How did you happen to change your minds? 2) What does that tell you about things which sometimes cause us to change our minds?
Checking a hypothesis	
Care must be taken that the children do not get the idea that the climate is mild. It is still a severe climate but not so severe as the area where the Central Eskimo lives.	9. Read some information about the North Atlantic Drift and the prevailing winds to explain why the west coast of Norway is not so cold as the land of the Central Eskimo.
Intake of information	

UNIT VII

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Notes to the Teacher	Learning Activities
Question 2 is intended to suggest to the students that any human occurence usually has many causes. They may not yet, however, be able to see such factors as people's knowledge and choices among those causes.	Suggested References: *Communities and Social Needs*, (King), p. 146 *First Book of Oceans, The*, (Epstein), pp. 22-28 *Life in Europe: Norway*, (Malmstrom), pp. 21-23 *True Book of Oceans, The*, (Carter), pp. 29-31 *Waves, Tides, and Currents*,(Clemons), pp. 65-83 Ask: 1) How does knowing about the current help to explain why the people of Runde different kinds of work from that of the Eskimos? 2) What other differences have you noticed that might help to explain why these people do different work from that of the Eskimos?
Inferring and Generalizing Evaluation: See Unit IV, Act. 4.	
Expression	10. Let the children plan how they will show the North Atlantic Drift and the prevailing winds on their mural. Have one or two students enter them. Have the children add the information about the drift and prevailing winds either to the class chart or to their individual records which were begun in Act. 1.

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Notes to the Teacher	Learning Activities
	Many activities of man depend on communication with others and their cooperation. In the sequence that follows (Act. 11-17) the students consider how the world beyond the community is important as a source of ideas, equipment, and markets.
The purpose of this activity is to help the children become aware of the fact that many of our wants are influenced by communication.	11. Ask the children to draw a picture of something they hope their mothers or fathers will buy them. Let each child complete the following statement: I first got the idea of having a . . . from . . . .
Organizing information	12. Tally on the chalkboard the places the children got their ideas. For example: Saw it on T.V. My friend has one Saw it in a store window A boy told me about it
Inferring and Generalizing	13. Ask the children to think for a moment about all the modern things they have heard about or seen in the film on Norway.

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Notes to the Teacher	Learning Activities
Keep a record of the children's thoughts on how the people of Runde get ideas. It will be used in Act. 19. Inferring and Generalizing	Then ask: 1) From what you have heard or seen, what ways might the people of Runde get ideas about modern things? Depending on the feedback from the students, you may have to ask additional questions to focus their thinking. For example: · Where did these ships come from? · Where did the supplies in Einar Runde's shop come from? · How do the fishermen know when the great schools of fish are arriving? · How did Jarle learn the life story of the salmon? 2) What can you say about the way people get ideas?
See Unit I, Act. 35 (located following Act. 36), for evaluation procedure applicable to Question 2.	Typical responses from third graders have been: · You get ideas from people who show you how to do things. · Some people won't listen to new ideas because they already think they know everything. · People get ideas in a lot of different ways and from a lot of different places.
Intake of information	14. Tell the students to think again about the modern things they have been noticing and as you read to listen carefully to find out: · Where the people of Runde get their modern equipment

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Notes to the Teacher	Learning Activities
	• Where they get the electricity to run many pieces of equipment • What other places the fishermen might work when they are not fishing Suggested References: *Communities and Social Needs*, (King), p. 150 *Life in Europe: Norway*, (Malmstrom), p. 81 *My Village in Norway*, (Gidal), pp. 56-57 *Your Neighborhood and the World*, (Thomas), pp. 152, 157
Organizing information	15. Direct the attention of the class to the mural. Ask: 1) What do we need to put on our mural to show equipment being brought to Runde? 2) What can we put on our mural to show where Runde's electricity comes from? Have the children depict these items and pin them on the mural. Then ask:
Inferring and Generalizing	3) How does the mural show what helps the people of Runde pay for these things they buy?

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Notes to the Teacher	Learning Activities
Recall of information	16. List on the chalkboard the responses to this question: • What do you think are the important steps in the story of the codfish? You may have to ask additional questions to help the students recall that the codfishing industry supplies products to many people in different parts of the world.
Organizing information	After the children agree on the important steps, let volunteers illustrate them and arrange them as a flowchart or on the bulletin board.
Applying Generalizations Particularly in response to question 4. See Unit III, Act. 21, for suggested Evaluation procedure (following Act. 22) appropriate for Question 4.	17. Direct the children's attention to the bulletin board and ask: 1) Which of these steps do you think one fisherman could do alone? 2) For which step does the fisherman need other workers? 3) Why do you suppose these other workers are cooperating? 4) What do you suppose would happen if each fisherman went out in a small boat and caught just enough fish for his own family? In order to encourage divergent thinking, you will probably have to ask additional questions depending on the feedback the students provide. For example: • Would all the people close their shops? • Does someone have another idea of what would happen?

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Notes to the Teacher	Learning Activities
	Man modifies his behavior as well as his environment in order to meet his needs. In the following sequence (Act. 18-20) the class will compare the modifications a fiord family makes with those an island family makes.
Map skills	18. Show the children a picture of a fiord. The picture might be enlarged on an opaque projector. OR Develop a transparency of a fiord and project it from an overhead projector. Suggested References: *At Home Around The World*, (Goetz), p. 97 *Communities and Social Needs*, (King), p. 146 *Scandinavia*, (Clayton), pp. 10-11 *Your Neighborhood and the World*, (Thomas), p. 152 Bring out the characteristics of a fiord in a discussion. • Long, narrow extension of the ocean • Steep mountain land on either side of fiord • Little level land along side the fiord
The fiord family is introduced merely to provide another example of man's interaction with his environment, and is not meant to be studied in depth.	19. Display the list of study questions from Act. 1. Tell the children you are going to read to them about life along a fiord on the Norwegian coast.

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Notes to the Teacher	Learning Activities
Intake of information	Tell them to listen carefully for information that answers the questions. Read *At Home Around the World*, (Goetz), pp. 93-99, 107-119. Optional References: *Communities and Social Needs*, (King), p. 153 *Living in Places Near and Far*, (Jarolimek), pp. 57-58 *Your Neighborhood and the World*,(Thomas), p. 153 If you think a written record of information on the fiord family will help your students avoid being confused, have the class record the information that helps answer the study questions in the same manner in which they began recording information in Act. 1. If the children are not likely to be confused, this step can be omitted. Call attention to the list developed in Act. 13 of ways people get ideas. Ask: What can we add to the list now? If the children have not noticed that people "get ideas themselves" you may have to ask additional questions, or reread *At Home Around the World*, p. 110.
Inferring and Generalizing	20. Compare life on Runde Island with life on a fiord. Direct the children's attention to the information they have recorded during this unit. Ask: 1) What differences did you notice about life on the fiord, compared with life on Runde?

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Notes to the Teacher	Learning Activities
	The children will probably mention: • More kinds of crops are raised on fiord farms. • Children were alone in boats on the fiord. • Fiord farmer sells milk. • Fiord farmer uses different tools and machines.
<u>Evaluation:</u> See suggestions for Unit I, Act. 35 (following Act. 36), for procedure applicable to Question 4.	2) How do you account for these differences? 3) How are the Runde family and the fiord family alike? 4) Thinking about the people of Runde and the people of the fiord, what can you say about the way people make a living?
The children should have access to the information they have been accumulating, so that the activity does not become merely a test of their ability to memorize. However, they should not be <u>limited</u> to their notes if they can recall additional information which supports the relationships they state. <u>Inferring and Generalizing</u>	Conclusion Direct the children's attention to the mural and to the information they have accumulated on Norway. Tell them to look for something that has "something to do with" the sentences you will read. Encourage the children to look for several possible explanations or results for each event and to recall information they know that is not shown on the mural or chart. Read: • The people of Runde harvest the grass that grows near their houses. • Jarle's father and Tor's father each have two jobs. • The people of Runde build many things of rock. • The people wear many beautiful woolen sweaters. • Some plants that will not grow in the land of the Eskimo grow on farms in the fiords.

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Notes to the Teacher	Learning Activities
	• Most of the houses are built of wood. • The fishermen use very modern equipment. Encourage the children to express the relationship between man and his environment. Ask: From what we have noticed about these people who live along the west coast of Norway and other people you know about, what can you say about how people use the world around them? The intent of this question is to offer children the opportunity to generate ideas and to build their expectation that such questions will be asked. Many eight-year-olds will give specific information, will give very low-level generalizations, or will over-generalize. Typical responses have been: • The people like fish. • People use what's around them. • Some people use what's there, but they use lots of things from other places. • Some people just use things straight, and some make other things out of what's there. And from an above-average child: • It looks like these people use what's there, but they use very modern machines like freezers to quick-freeze fish and they trade for many things they need. Some other people trade some, but not so much, and they don't use so much modern machinery to work what's around them.

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Notes to the Teacher	Learning Activities
	If children tend to over-generalize, ask such questions as: What would the people need to make this happen? What people can you think of that might not use their land this way? Why not?
Decentering	Encourage the children to consider how different people might view a similar physical phenomenon. Ask: 1) How did both Tam of Thailand and Jarle use the water around them? 2) How do you think the Norwegian fisherman thinks of a storm? How do you think the Thai farmer thinks of a monsoon? 3) How do you think a desert nomad would think about a rainstorm? 4) What new idea does this give you about why people might think as they do about the world around them?

UNIT VIII

MAIN IDEA: PEOPLE MAY DEVELOP NEW WAYS WITHIN THEIR TRADITIONS TO ACHIEVE THEIR GOALS.

Organizing Idea: The people of the fishing-farming villages of the west coast of Norway have organized to meet many of their needs while still keeping many ways of their ancestors.

Contributing Idea: 1. The traditions of a people are often reflected in their life today.

Content Samples:

The past history of Norway's west coast is reflected in
- The seamanship of the people
- The folklore the people enjoy
- The traditional holidays they celebrate
- The tradition of family members working together

Contributing Idea: 2. People organize in a variety of ways to meet their needs and wants.

Content Samples:

Villagers of Norway's west coast
- Form cooperatives to purchase farm machinery
- Own small businesses individually
- Provide education and health services through their government

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Explaining cause-and-effect relationships (7)

f. Sensitivity to feelings and thoughts of others (9)

g. Accepting merits of ways of living found in other cultures (11)

h. Comprehension of concepts and generalizations about the fishermen-farmers of the west coast of Norway and their environment (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

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Notes to the Teacher	Learning Activities

Many of the celebrations of a modern community reflect the history of its people. In the following sequence (Opener-Act. 11) the children examine the folklore and holiday customs of the Norwegian fisherman-farmer.

Keep the list of ideas about the Vikings. It will be referred to in Act. 4 .

Formulating Hypotheses

Opener

Display a picture of the Vikings and their boats. Tell the students these men were Jarle's forefathers. List the responses to the questions:

1) What kind of people do you think these Vikings were?
2) What makes you think so?

Suggested References: *Communities and Social Needs*, (King), p. 147
Life in Europe: Norway, (Malmstrom), p. 29
Viking Explorers, The, (Buehr), p. 25

Development

Save the list of questions about Vikings. It will be used repeatedly throughout the unit.

Encouraging student to raise questions

1. Ask:

What would you like to know about the Vikings?

List the responses to the above question on butcher paper.

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Notes to the Teacher	Learning Activities
Evaluation If each pupil prepares a written list, each question may be categorized as: 1) Highly specific, e.g., "What did they eat?" 2) Intermediate, e.g., "Where did they come from?" 3) Pertaining to the important ideas dealt with throughout the year, e.g., "How did they make a living?" "What did they teach their children?"	For example: **What We Want To Know About Vikings** Where did the Vikings come from? Why do you always see them in boats? Why are they called Vikings? How did they make a living?
Intake of information	2. Tell the children you will read about the Vikings. Tell them to listen carefully to try to find an answer to some of their questions. Suggested Reference: *Viking Explorers, The,* (Buehr), pp. 5-11
Using many resources to gather information	3. Encourage the children to try to find out the answer to some of their questions by: • Asking some grown-up • Looking at pictures • Having a friend read to them • Reading • Having some older person read to them

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Notes to the Teacher	Learning Activities
	Suggested References: *Leif the Lucky*, (Berry) *Leif the Lucky*, (D'Aulaire) *Life in Europe: Norway*, (Malmstrom), pp. 28-32 *Viking Explorers, The*, (Buehr)
Checking a hypothesis Becoming aware of accumulating information	4. Direct the children's attention to the list of ideas about the Vikings developed in the Opener. Ask: 1) Which of these words you used to describe the Vikings would you like to change? 2) What words would you like to add that describe these people? 3) How does it happen that now you can change some descriptions and add others?
Intake of information	5. Explain to the children that much of the writing about Vikings tells about Viking seamanship and exploration without telling how they lived on land. Tell the children to listen carefully as you read to see how the Vikings used the land. Suggested Reference: *First Book of the Vikings, The*, (Rich), pp. 39-44, 47-51

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	Help the children relate Jarle's way of living to the ways of his Viking forefathers. Ask: 1) Thinking of the things we have learned about the Vikings so far, what is there about Jarle's way of living that might remind him of his Viking forefathers? 2) What could Jarle learn from stories about Vikings? Direct the children's attention to the mural they made in Unit VII. Ask: 3) If a Viking came back to Runde Island today, what do you think would surprise him most? Why?
Intake of information	6. Check to see whether most of the children know the story of "The Three Billy Goats Gruff." Tell the children this is a Norwegian tale. If someone in the class remembers the story, let him tell it. Read several other folk tales to the class. Suggested References: *Norse Gods and Giants*, (D'Aulaire) *Norwegian Folk Tales*, (Asbjørnsen)

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	Help the children relate what they learned about the different purposes for telling stories in Unit IV, Act. 9, to this context by asking: 1) How are these stories different from the stories of the Vikings? 2) Why do you suppose the Norwegians tell this kind of story? 3) How do those two different kinds of stories remind you of the stories Bedouins tell? The stories we tell? 4) What does that tell you about the reasons many people tell stories?
You may wish to tape-record your reactions to the stories for the children to hear at the listening post. Expression Evaluation: See Unit I, Act. 21 .	7. Give the children an opportunity to write either a story of a Viking's adventure or a tale of mythical figures. Because some children may find writing easier if they work from an introductory sentence, duplicate each of the following openings: The waves were high and the wind was howling as Lars put out to sea. . . The troll peeked around the side of the cliff. Surely Tor would be coming along soon. . . Tell the children that if they wish, they may choose one of the above to begin their story. Tell them also that their story should include all the things they think their friends would like to know about what happened to Lars or Tor. OR

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Notes to the Teacher	Learning Activities
Evaluation: See Unit I, Act. 28.	Some children may prefer to illustrate their stories and prepare to tell them to a small group. Ask each child to give a title to his story.
Expression	8. Let the children share their stories in groups of four. OR Let those who wish tape-record their stories, and then let others listen at the listening-post. OR One or two students might choose a group and dramatize their stories for the class. Have the children enter their stories or pictures in their notebooks.
Checking whether students' questions have been answered	9. Have the children refer to their list of questions about Vikings developed in Act. 1 to see whether all the questions have been answered satisfactorily. If not, individuals may want to find the answers and report to the class.

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Notes to the Teacher	Learning Activities
Intake of information	10. Let several children read and tell the class about the ways the Norwegians celebrate their traditional holidays. Have each student tell: · What the celebration is about · Where the celebration takes place · How the people celebrate · With whom they celebrate Suggested References: Christmas: *At Home around the World*, (Goetz), pp. 120-122 *Life in Europe: Norway*, (Malmstrom), pp. 109-112 Independence Day: *At Home around the World*, pp. 103-105 *Life in Europe: Norway*, p. 108 Midsummer's Eve: (St. Han's Day) *At Home around the World*, pp. 105-106 *Life in Europe: Norway*, p. 109
Inferring and Generalizing	11. Let the children compare our traditional celebrations with those of the Norwegians. Ask: 1) What celebrations do we have that seem somewhat like the ones we have heard about in Norway? 2) How is our celebration different from or like the ones in Norway?

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Notes to the Teacher	Learning Activities
	3) Why do you suppose Norway has a Midsummer's Eve celebration, but we do not? 4) What other people have you studied who might celebrate the coming of summer? 5) What does that tell you about the reasons people celebrate different holidays?

Some groups of people give thoughtful consideration to the need to conserve human and physical resources. In the following sequence (Act. 12-21) the children consider how the fisherman-farmer of Norway's west coast develops and conserves resources important to him.

Most Norwegians want to own a cabin where they can hike in the woods, fish, and ski. As well as being used to introduce the Norwegian's love for the out-of-doors, *The Cabin on the Fjord* might be used to discuss the problems of the children in the story. Intake of information Recall of information	12. Read *The Cabin on the Fjord*, (Meyers). Tell the children to listen carefully to see whether they can explain why the Norwegians like to have cabins in the mountains. As you read, **stop** at appropriate points to discuss: · How this family is like or different from Jarle's family · What kinds of things they seem to enjoy doing at the cabin · Who was there in addition to Reidunn's family 13. Recall with the children how Einar Runde took good care of his flowers and trees.

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Notes to the Teacher	Learning Activities
	Suggested Reference: *My Village in Norway*, (Gidal), p. 49 Call the children's attention to the list from Unit VII, Act. 13, of how the people on Runde Island get ideas. Ask whether the way Einar Runde got his idea about planting trees is on the chart. If not, have them enter it on the list. (By traveling)
Inferring and Generalizing	Discuss conservation as practiced by the Norwegians. Ask: 1) As you think about the story of Jarle, in what other ways did you notice people taking good care of something? 2) Why do you suppose the people of Jarle's village were taking such good care of these things? 3) How do you think this reason is different from the reason Einar Runde had for taking care of his poppies? 4) What can you say about the reasons people have for taking care of things?
	Suggested References: Care of nets: *At Home around the World*, (Goetz), pp. 48, 49 Conservation of salmon: *At Home around the World*, p. 28
14. Ask the children what they think Reidunn's family might do to take care of the forest where they hike.	

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Notes to the Teacher	Learning Activities
	Read *At Home around the World*, (Goetz), pp. 100-102 Ask: What new ways did you find out to help to care for trees?
The purpose of this activity is to have the student thoughtfully consider a situation and then commit himself to act as he thinks he should. Evaluation: Note particularly responses to the "something else" option. Record the number of appropriate options, e.g., "Put it by the gutter." "Tell somebody."	15. Duplicate several situations which deal with conservation. Let each child think about them and decide what he would do. (Situations resulting from the children's own home, school, or community experience are preferable to the examples offered below.) You are crossing a parking lot and you see a broken bottle. What would you do? _____ Kick it _____ Put it in a trash can _____ Do nothing _____ Do something else. What? _____ _____ You check out a book from the school library. As you read it, you accidentally tear a page. What would you do? _____ Ask the librarian to mend it _____ Return the book and say nothing _____ Take the page out _____ Do something else. What? _____ _____

MAIN IDEA: PEOPLE MAY DEVELOP NEW WAYS WITHIN THEIR TRADITIONS TO ACHIEVE THEIR GOALS.

Organizing Idea: The people of the fishing-farming villages of the west coast of Norway have organized to meet many of their needs while still keeping many ways of their ancestors.

Notes to the Teacher	Learning Activities
	On your way home from school you see a little boy walking in a flowerbed. What would you do? _____ Go tell his mother _____ Laugh at him _____ Scold him _____ Do something else. What? _____
Inferring and Generalizing	16. After the children have made their decisions, select one situation at a time and discuss the variety of responses. 1) Let's see what different things we would do to take care of this situation. 2) How did you happen to choose to do it that way? Did someone else choose to do it another way? How did you happen to decide on that way? 3) What does this tell us about ways of taking care of things? Some typical responses to the last question have been: • I remember when I got spanked for getting in the flowers. • You oughta take care of books. • Sometimes people just don't care about things like broken bottles.

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Notes to the Teacher	Learning Activities
	• There's lots of ways you can take care of things. • Sometimes you would do one thing and sometimes another. • Like if the little boy in the flowers was just real little, you could coax him out.
The purpose of this activity is to help the students realize that conservation requires the help of many people.	17. Let the children consider the situations from Act. 16 and the episodes read from the texts to see who was needed to help conserve physical resources. Write the following on the chalkboard and tell the children that the arrow means "needed". Encourage the children to recall <u>all</u> the people whose cooperation is needed. <u>People</u> • The owners of cars in the parking lot —(needed)→ • The owner of the flowers —→ • The fishermen —→ • The woodcutters —→
The purpose of this activity is to highlight the Norwegian villager's custom of living near and working with his relatives.	18. Have the children look at the chart developed in Unit VII, Act. 1. Ask: 1) What do you notice about the people who work together?

UNIT VIII

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Organizing Idea: The people of the fishing-farming villages of the west coast of Norway have organized to meet many of their needs while still keeping many ways of their ancestors.

Notes to the Teacher	Learning Activities
Inferring and Generalizing	2) Remembering all the stories we have read about Jarle, Tor, and Reidunn, what (other) times have you noticed relatives being together? 3) Why do you suppose so many of the villagers work or live near their relatives? Do not expect a definitive answer to this third question. Rather, encourage the children to wonder about it and to make tentative suggestions, such as: · Maybe when the men were gone to sea the grandfather could help. · Maybe they could help each other work if they don't have modern machinery. · Maybe they have done it so long they are used to living close and want to keep it that way.
If the children do list the help of other people, the Optional Activity can be omitted, and the teacher can move directly from the listing to considering the people on the lists. Evaluation: Lists may be collected and the incidence of "people" items noted.	19. Read *At Home around the World*, (Goetz), pp. 114-116. Tell the children to listen carefully to find out what Father needed to harvest his hay. Let the children work in pairs to list what Father needed. Optional Activity If the children did not list the help of other people, ask additional questions that will help them recall the need for people.

UNIT VIII

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Organizing Idea: *The people of the fishing-farming villages of the west coast of Norway have organized to meet many of their needs while still keeping many ways of their ancestors.*

Notes to the Teacher	Learning Activities
	Ask: 1) Why could Father not buy the tractor alone? 2) What idea did Father and his neighbors have that helped them buy the tractor? 3) How do you suppose he got the idea? 4) How do you think Father and the neighbors will take care of the tractor? Direct the children's attention to the people on their list. Ask: 1) What do you think people have to know to raise and harvest a crop? 2) How many different ways can people learn these things?
Intake of information	20. Read to the children, tell them, or develop a chart that tells them about the schools of Norway. Tell them to listen carefully to find out about the different kinds of schools. Suggested References: *Life in Europe: Norway*, (Malmstrom), pp. 113-119 *Your Neighborhood and the World*, (Thomas), p. 151
Inferring and Generalizing	Suggested question sequence: 1) How do you suppose the people pay for schools? 2) Why do you suppose each person could not pay for a school for his own children? 3) How is this different from the way your parents pay for schools?

UNIT VIII

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Notes to the Teacher	Learning Activities
Developing Concepts Evaluation: See Unit I, Opener, and Unit VI, Opener. Inferring and Generalizing The question about the shipbuilding firm calls for the cognitive task Applying Generalizations. The idea that a business can be owned by either an individual or a company has been introduced in the second grade. A couple of services provided by the government also have been sampled.	21. Ask each child to think of all the ways he has seen the people of Norway doing things for children. Encourage them to look at the pictures in books for reminders of things done for children. Let them draw pictures of two or three services they have noticed. Have the children share their pictures with the class, then the class group and label them. Let a small group select a few pictures to represent each group and arrange them on the bulletin board. Ask: 1) Why do you suppose the people of Norway do these things for their children? 2) What does this tell you about what they think about people? Conclusion Direct the children's attention to the mural, the bulletin board, to their notebooks, and the front page of *My Village in Norway*, (Gidal). Ask: 1) What do you see that shows Norwegians growing things together? Additional questions may be necessary to help the children recall the large fishing vessels shown and discussed in the motion picture *Arctic Fishermen in World Trade*, Unit VII, Act. 3. 2) Why do you suppose they do this?

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	3) What kinds of things do you see that you think perhaps one family might own? Encourage the children to look for the house Father built (with Grandfather), Runde's store, Tor's farm. 4) How is this like or different from us? Provide the class with an opportunity to consider the relationship between fishing-farming and the way of life on Runde Island.
Applying Generalizations	Let the children meet in pairs to consider the answer to the question: What do you think would happen if a big shipbuilding company came to Runde Island? After a few minutes, let the children give their predictions to the class. Help them build chains of consequences by such questions as: What would be the result of that? What makes you think so? Encourage diversity of thinking by such questions as: What different idea does someone have about this?

UNIT VIII

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Notes to the Teacher	Learning Activities
<u>Attitudes, Feelings, and Values</u>	Encourage tentativeness by such questions as: Would this always happen? When (under what circumstances) do you think this would happen? Keep the children alert to the feelings of the people through asking such questions as: How do you think people might feel about this? How might others feel? What do you think these people consider to be very important?

SUMMARIZING ACTIVITY: *Four Communities Around the World*

The purpose of this summarizing activity is to provide an opportunity for the students to compare the cultures they have studied during the year and to formulate those inferences and generalizations from the information that are justified by it.	Summarizing Activity Sequence Display the charts, murals, panels, and other sources of information the children have used. Divide the class into groups of three and let each group select one of the cultures studied during the year - Eskimo Hunter, Eskimo Today, Desert Nomad, Thai Farmer, or Norwegian Fisherman-Farmer. (There should be at least two groups representing each culture.) Let each group decide on the answers to the questions listed below under Content. Groups studying the same culture should meet to pool their information and decide how they will present their review to the total class. Successful presentations in the past have often dramatized information through a skit or pantomime, or have used murals to point out information. Ask the class to infer and to generalize. Content Each group of three students should decide on the responses to the following questions: · What do you think the people thought was important? · What do they need to know in order to get what they need or want?

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Notes to the Teacher	Learning Activities

- What tools do they use?
- What problems do they have?
- What help do they need?

If the children seem to recall only the need for food, clothing, and shelter, ask additional questions to encourage them to discuss the affective and expressive areas. For example:

- What else did the Eskimo mother do for her child besides feed and clothe him? Why?
- Why do you suppose the desert nomad tells stories such as *The Arabian Nights*, (Soifer)?

Encourage the students to seek likenesses and differences among the cultures they have been discussing. Ask:

1) What things seem to be the same among these people?
2) How do you think it happens that people are alike in these things?
3) What differences do you notice?
4) Why do you suppose there are these differences?

The responses of eight-year-olds will represent all levels of inferring and generalizing. Some rather significant responses from average third grade classes have been:

- All the people needed many of the same things only they're not the same really; they're different kinds of houses and food. But all of them do have to have some kind of food and a place to stay.

UNIT VIII

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Notes to the Teacher	Learning Activities
	• People seem to have a feeling about their clothes. They don't just wear them because it's hot or cold. They have a feeling about it. • Everybody has to know about the job he's doing. • About houses. I noticed - like the sheikh, he had the biggest tent and the King of Thailand lives in a palace, so I'd say the most important person usually has the biggest house.

APPENDIX I

The Central Eskimo:	Schools*
	Religion*
	Before the Coming of Christianity
	After the Coming of Christianity
	Avik and Echaluk
The Desert Nomad:	The Sheikh*
The Thai Villager:	Rice from Village to the World*
	Thai Education - Old and New*
	Thai Farming - Old and New*

Schools*

Before World War II there were no schools in the Central Arctic. As a result of stories of post-war poverty and apathy among the Eskimos, the Canadian government set up a program to educate the Eskimo to live in a modern world.

Today 60 per cent or more of all Eskimo children go to school. They not only learn reading, writing, and arithmetic, but they also learn skills such as carpentry, mechanics, typing, and food service. There are now over 60 schools in the Arctic and far north, and it is anticipated that within the next decade all Eskimo children will be going to school.

Religion*

Today almost every Eskimo of Arctic Canada is a Christian. The church has almost totally eliminated the shaman and the old taboos of the Eskimo. The Eskimo attends services two or three times a week at the church which is a center for learning Christianity. In many cases, the missionaries also teach school in the more traditional sense. Often they provide both education and recreation by showing movies.

According to Dr. Nelson Graburn, the most significant change the church brought to Eskimo life was to put an end to the violent methods used to solve community problems. The Eskimos welcomed the more peaceful way of life that the church represented. However, while the Eskimos now refrain from violence, they often lack other solutions, and unsolved problems tend to multiply and thus create new problems.

The missionary is also a keeper of records. He registers births and deaths. The baptismal certificate identifies an individual Eskimo, giving his age and parents, and he uses it in applying for help from the government.

The missionary spends a great deal of time visiting the sick in their homes. Today as in the past he communicates with the Eskimos in their own language.

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Before the Coming of Christianity

When Tagaruk had come to live in the small Eskimo winter camp near the Hudson Bay the winter before, he had been near starvation, and the families at the camp had taken him in immediately. An Eskimo's house is always open to others as long as they want or need to stay.

However, things had not gone very well since Tagaruk had joined the group. Soon after his arrival he was caught stealing seal meat from another family's cache. An Eskimo family will gladly share anything it has with others, but Tagaruk had not asked.

The trouble did not end with the stealing. All during that first winter and spring, Tagaruk quarreled with other members of the camp about sharing the game he killed. One day when he had shot a seal, he lied to the other members of the group by telling them the seal got away.

Tagaruk had shown his selfishness in many ways that year, and the families of the camp had decided he was no longer a welcome member of the group. It was decided that at the first opportunity the group would move off secretly in the dark and leave Tagaruk behind.

After the Coming of Christianity

Tuktu was very proud of his skill as a hunter. Even as a small boy he had been able to handle the hunting tools very well. Because of his hunting ability, he had become the most respected man in his camp. All was going well for Tuktu until Etuk married one of Tuktu's sisters and came to live in the same Eskimo camp. Etuk amazed everyone with his ability as a hunter. It seemed as though he could do no wrong. Hunting and trapping were always good when Etuk was near. Not only was he now the best hunter in the group, but he was also willing to share what he had and to help others be successful hunters.

Tuktu became very jealous of Etuk. He told other people that Etuk bought seals from others and pretended he had killed them. This made Etuk very angry. The other members of the camp were worried that this quarrelling would end in violence.

Etuk soon realized that the misunderstanding must be settled. He decided to go to the Christian missionary for advice. After talking with the missionary it was decided that he and Tuktu should meet with the missionary to work out the difficulty peacefully.

Avik and Echaluk

Avik and his friend Echaluk pushed their canoes into the water. Avik looked proudly at his and Echaluk's boats. These were the first twenty-two foot boats the friends had had. They had cost a great deal of money but the store had given them credit. Now they were paid for. Avik checked his supplies: his rifle and ammunition for the hunt, the ax and saw for mining soapstone, and his camping outfit in case he should have to stay overnight.

If they were lucky enough to get two or three seals quickly, they would have a few hours to mine soapstone for carvings. In that time they should be able to mine two or three hundred pounds of stone.

Avik smiled as he looked at the sunny sky and calm water. His job as janitor at the school did not give him time to hunt except on weekends and holidays.

Often the stormy weather and rough waters made hunting on these holidays impossible. Today would be different. The motors roared as the boats sped down the coast to the hunting grounds they knew best. But they would not hunt too long - just to get two or three seals - then to get a supply of soapstone. The rest of the holidays he would spend carving so that sometime soon he would have enough money for a snowmobile. An Eskimo must make many carvings and save for a long time in order to have enough money for a snowmobile.

The hunt went well and soon Avik and Echaluk were swinging their axes in the soapstone mine. Piece by piece they carried the stone to their boats until their canoes sat low in the water. On the trip home the boats moved slowly - the canoes seemed heavy. "I don't think we can make the village before dark," Echaluk called Avik. "Let's camp on the beach for the night." Avik set up a stove while Echaluk raised their two small tents. The men were weary, so after a supper of hot tea and boiled seal meat they crawled into their tents to have a good night's sleep.

Early the next morning the men started home. Avik's canoe seemed to be moving more easily through the water leaving Echaluk far behind. Avik's family came running down to meet him and to carry the seals and soapstone to their house. "Unloading the boat didn't take as long as usual," thought Avik. Then he looked at his pile of soapstone. It was about half the size of the pile he had had in his boat. Avik knew what had happened. He hurried to Echaluk's house. Echaluk had just arrived and the family was making many, many trips back and forth unloading the soapstone. "Echaluk," Avik shouted, "during the night you took some of my soapstone. That is why your boat moved slowly on the way home." "No, Avik," said Echualuk. "You keep your motor in fine condition. That's why your boat sped through the water. You're better with motors; I am better at digging."

Avik hurried to the government office. The clerk shook his head, "I am sorry, Avik, but there is no way for me to tell who is telling the truth." All during the holiday, Avik sat carving but there was a frown on his face. He kept thinking of the fine big carvings Echaluk could make. These would bring much money. As Avik brooded he planned to go again to the soapstone mine but this time he would not go with Echaluk.

The Sheikh*

The most important function of the sheikh of a Bedouin tribe is to represent his people to other groups. He is especially important in representing his people to the government when such things as a new school or more grazing land are needed. On the other hand, if the government wants to communicate with the people of a tribe or to distribute food or land among them, it is usually done through the sheikh.

Rice from Village to the World*

After the village farmer sets aside enough rice for his own family's needs, he takes his surplus rice by boat down the canal to the rice mill. The Chinese miller offers a price after he inspects the quality of the rice. If the farmer accepts the price offered, he is usually paid on the spot.

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The rice is milled and put into large sacks or boxes. It is then taken by canal to Bangkok. Some of the rice is used by the people of the city; some is exported. Usually other Chinese middlemen prepare it for export. It may then be shipped to other parts around the world.

Thai Education, Old and New*

Until the late 1930's, the Buddhist monks of Thailand were, in effect, the nation's only teachers. If a family had relatives or good friends in the *wat*, their sons had a chance to study under the monks. Boys were sent to serve as *dewat wat* (houseboys) for the monks at the age of seven or eight. In exchange, they received instruction in Buddhist law, which tended to prepare them for monkhood (and which was held in high esteem by all the villagers) and, in this century, literacy. Students often remained in the *wat* school until they were seventeen or eighteen years old.

Government-sponsored education was initiated in 1892 when King Chulalongkorn (Rama V) established a Ministry of Education based on British methods, in order to make literacy universal among his subjects. Prior to his efforts, education under the monks involved learning how to lead a virtuous life. Necessary texts and information were memorized. Under King Chulalongkorn, priests began also to teach the temple boys reading, writing, and arithmetic.

Later, in 1929, King Wajirawood (Rama VI) passed laws which required all children seven years of age and over to attend school until they were fourteen, or until they had finished their primary education. In 1933, the laws were revised advancing the span of compulsory attendance to eight to fifteen years old.

The revised laws were immediately implemented in urban areas, but in rural areas there was a noticeable lag. As the educational program expanded out into the villages and the government gradually increased the number of its teachers, the monks' role as educators diminished.

Now, government schools are found in every village, no matter how small. Pupils attend school six days a week, from 8:30 a.m. to 3:00 p.m. They study reading and writing of the Thai language, arithmetic, geography, and history, science, handicrafts and manual work, civics, religion, and physical education.

Under the public school system, all girls attend until the age of 15. Traditionally, however, there has been a strong tendency to emphasize the boy's education, rather than the girl's. Parents who want their children to continue with higher education, but cannot afford to send them all, will usually choose to spend their money on the boy's education.

Thai Farming, Old and New*

For centuries the Thai people have been mainly occupied with cultivating rice. At present 90 per cent of the arable land is used for growing rice. However, since World War II many changes have been made in the way rice is grown.

In former times each family usually grew only enough rice for its own subsistence. The fields were

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plowed with the help of water buffalo. Rice seed was sown directly into the fields by the broadcast method. Windmills were used to pump water for irrigation. Neighbors exchanged labor and cooperated to help each other harvest the rice and to mill it with hand-operated mills.

Since World War II the government has encouraged the people to increase the production of rice, both because of the population increase and because rice would make a good export. Now rice makes up 70 per cent of Thailand's total exports.

Because families are able to grow more rice than they can eat, they sell the surplus on the open market. The approach to growing rice is commerical, and rice is a money crop.

Now, because kerosene motors for pumps have improved irrigation, the fields are softer and easier to plow. Water buffalo are still used for plowing and harrowing. After plowing and before harrowing the fields are fertilized. Sometimes buffalo dung is sprinkled over the fields, but lately commercially prepared fertilizers such as ammonium sulfate have become increasingly popular.

While the fields are being plowed and harrowed, the preparation of the seedlings is begun. The rice seed is soaked for twenty-four hours, placed on banana leaves in a square wooden frame near the home, and covered with straw. The seeds sprout in about three days.

The children's job is to pick out the grass and weeds from the fields after they are harrowed. Then the seedlings are transferred from the wooden frame to one of the fields where they are left for about four to six weeks to take root.

When the rice plants are approximately 15 inches high, they are pulled out in large bunches, and replanted in the rest of the fields. The workers line up side by side across a field, each holding a bundle of plants under his arm. Each worker plants from left to right over a six-foot width. He makes a hole with his thumb, places a small handful of plants in the hole, and covers the hole with his second and third fingers, all in one rapid movement.

Once the plants have been transplanted, it is the children's job to keep the fields free of pests and weeds.

As more and more people have begun to work for wages, it has become more difficult to exchange help for harvesting and milling. Thus, more and more farmers are using commercial mills.

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Achmed, Boy of the Negev. New York: G. P. Putnam's Sons, 1965 III-IV

Scarry, Patsy
Work Around the World. Morristown, N.J.: Silver Burdett, 1957 III

Simon, Mina
Beasts of Burden. Eau Claire, Wisc.: E. M. Hale, 1954 III

Soifer, Margaret and Shapiro, Irwin, eds.
Arabian Nights. New York: Golden Press, 1957 IV-VIII

Thomas, Eleanor
Your Neighborhood and the World, "Tiegs-Adams Series." Boston: Ginn, 1969 VII
Your Towns and Cities, "Tiegs-Adams Series." Boston: Ginn, 1967 I-V-VI

Wann, Kenneth D.
Learning About Our Neighbors. Boston: Allyn and Bacon, 1962 I

Watson, Jane Werner
Thailand, Rice Bowl of Asia. Champaign, Ill.: Garrard, 1966 V-VI

Werner, Elsa Jane
Golden Book of Geography, The. New York: Golden Press, 1964 III

BIBLIOGRAPHY

Teacher References

Most of the books listed below are adult books intended to give the teacher general background on the content sample. Occasionally a children's book is listed as a teacher reference, because while the book is not generally suitable at this grade, the teacher may judge it useful and appropriate for particular students.

Roman numerals indicate the Unit to which the book refers.

Berry, Erick
Men, Moss and Reindeer. New York: Coward-McCann, 1959 — I

Epstein, Samuel and Beryl
All About the Desert. New York: Random House, 1957 — III

Graburn, Nelson
"Airport Art", *Trans-Action.* Washington Univ., St. Louis, Mo., 1967 — II

Eskimos Without Igloos. Boston: Little, Brown, 1969 — I

Hall, Elvajean
Land and People of Norway, The. Philadelphia, Pa.: J.B. Lippincott, 1963 — VII-VIII

Kaufman, Howard
Bangkhuad, A Community Study in Thailand. Locust Valley, N.Y.: J.J. Augustin, 1960 — V

Millen, Nina
Children's Games From Many Lands. New York: Friendship Press, 1943

Talboom, Wanda
People of the Snow. New York: Coward-McCann, 1956 — I

AUDIO-VISUAL MATERIALS

The motion pictures, filmstrips, and study prints listed below are those materials referred to in the learning activities. While all materials were carefully selected, no listing can be complete, and if appropriate films, filmstrips, or study prints, are available but not listed, they should be used. The individual teacher is in the best position to determine the suitability of materials for a particular class.

The Roman numerals indicate the Unit in which the film, filmstrip, or study print is used.

Arctic Birds. Cambridge, Mass.: Ealing, 8 mm film loop — I

**Arctic Fishermen in World Trade*. Los Angeles: Bailey Films, motion picture — VII-VIII

Arctic Thaw, Part 1, Part 2. Cambridge, Mass.: Ealing, 8 mm film loop — I

Arctic Wilderness, The. Chicago: EBF Encyclopedia Britannica Educ. Corp. filmstrip — I

Arabian Children. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture — III

**Ahmed and Adah of the Desert Lands*. Jamaica, N.Y.: Eye Gate House, filmstrip — III

Angotee, Story of an Eskimo Boy. New York: McGraw-Hill Text Films, motion picture — II

**Boy of Southeast Asia*. Los Angeles: Film Associates, motion picture — V

**Eskimo Children on Baffin Island, Part 1: Autumn; Part 2: Winter; Part 3: Spring; Part 4: Summer*. New York: McGraw-Hill Text Films, filmstrips — I

**Eskimo Family*. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture — I

**Eskimo Family*. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — I

Eskimo in Life and Legend: The Living Stone. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture — II

Eskimo Seal Hunt. Cambridge, Mass.: Ealing, 8 mm film loop — I

Eskimos of Hudson Bay and Alaska, The. New York: Folkways Records & Service, recording — II

**Family of Jordan*. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — III

Food for Southeast Asia. Los Angeles: Film Associates, motion picture — V

Laplanders. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture — I

**Life in Thailand*. New York: McGraw-Hill Text Films, filmstrip — VI

Living and Working in Southeast Asia. Los Angeles: Bailey Films, filmstrip — V

Modern Eskimo, The. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — II

Music of South Arabia. New York: Folkways Records & Service, recording — IV

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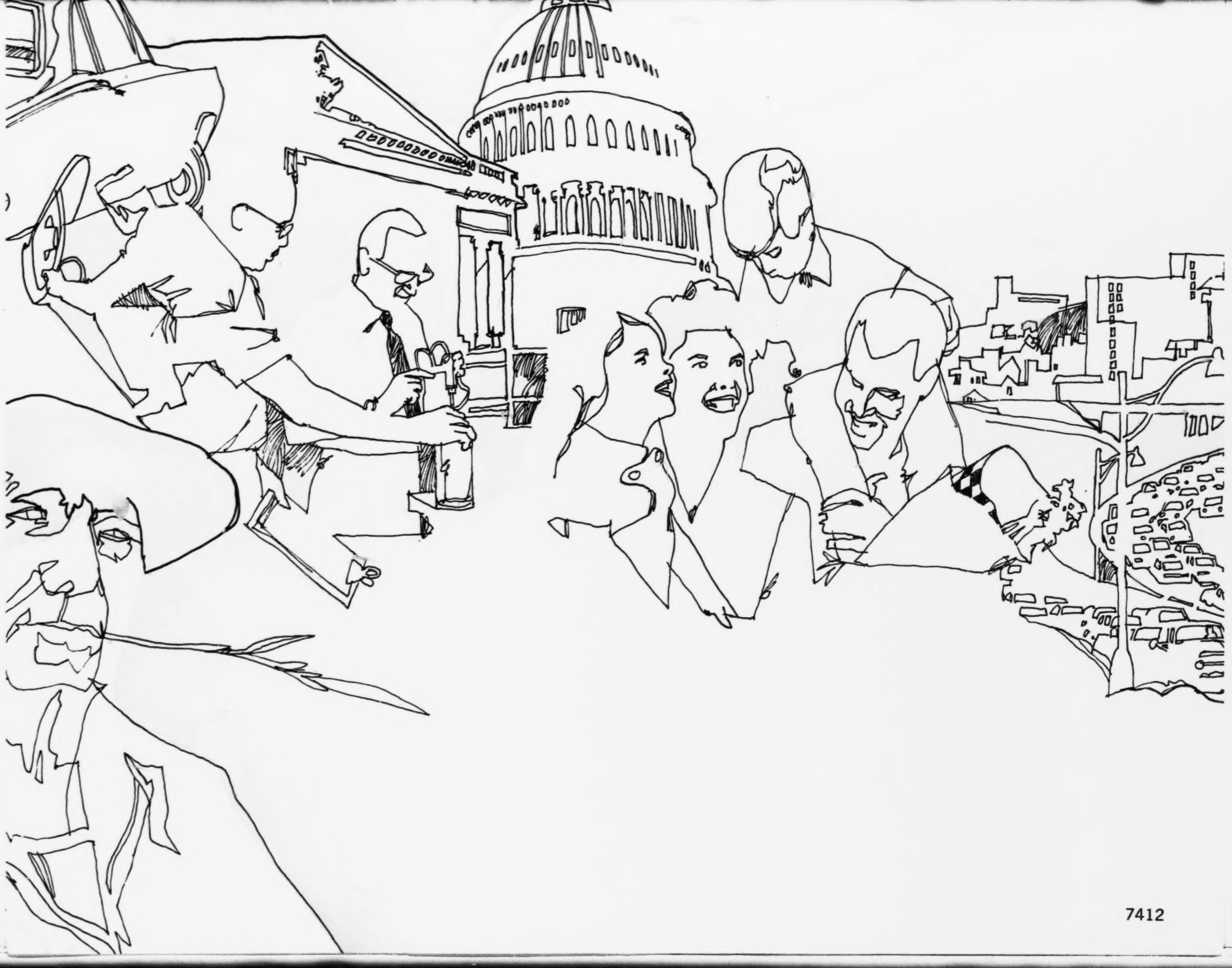
* Those materials marked with an asterisk are very important in teaching the unit.

Oasis. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture	III
Reindeer People of Lapland: Nomad Camp. Cambridge, Mass.: Ealing, 8 mm film loop	I
Rice in Today's World. Chicago: Coronet Films, motion picture	V
Rivers and Rice in Thailand. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip	V
Southeast Asia Family. Los Angeles: Bailey Films, motion picture	V
World Full of Homes, A. New York: McGraw-Hill Text Films, motion picture	I